DOCUMENT RESUME

ED 331 295 FL 019 133

AUTHOR	Rosenbusch, Marcia H., Ed.
TITLE	FLESNews, Volume 4, Numbers 2-4, 1990-91.
INSTITUTION	National Network for Early Language Learning.
PUB DATE	91
NOTE	32p.; There is no Number 1 in this volume. The fall issue of the newsletter was incorrectly numbered as Volume 4, Number 2.
PUB TYPE	Collected Works - Serials (022)
EDRS PRICE	MF01/PC02 Plus Postage.
DESCRIPTORS	Class Activities; Classroom Techniques; Cognitive Development; Community Schools; Educational Policy; Elementary Secondary Education; Federal Government; *FLES; *Immersion Programs; Japanese; Language Acquisition; Program Descriptions; *Public Policy; School District Size; Second Language Learning; Second Language Programs; Spanish; *Theory Practice Relationship; Uncommonly Taught Languages
IDENTIFIERS	Authentic Materials; North Carolina; *Southern Lehigh School District PA

ABSTRACT

Issues 2-4 of this volume of the newsletter concerning foreign language instruction in elementary schools (FLES) contain articles on theory, classroom practice, instructional materials, class activities, and professional news, including conferences and information on public policy at the federal level. Articles in these issues include the following: "From Research to Reality: Activities and Strategies That Work" (Jo Ann Olliphant); "A Community-School Effort for K-12 Japanese" (Audrey L. Heining-Boynton); "ACTFL Priorities: Elementary School Foreign Language Committee Recommendations"; "Establishing Pennsylvania's Liberty Bell Elementary School Immersion Project" (Astrid Kromayer); "Immersion for Small School Districts through Alternative Programs" (Lyle Gerard); NNELL: From Network to Organization" (Nancy C. Rhodes); "FLES Crisis in North Carolina" (Audrey L. Heining-Boynton); "Cognitive and Language Development of Spanish Immersion Children" (Kathryn W. Bamford); "Project SALTA: Spanish through Authentic Literature and Traditional Art"; "What's In a Name?" (Carol Ann Pesola); and "A Rose by Any Other Name" (Gladys C. Lipton). (MSE)

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FLESNEWS

NATIONAL NETWORK FOR EARLY LANGUAGE LEARNING

Volume 4, Number 2 Fall 1990

From Research to Reality: Activities and Strategies That Work

Jo Ann Olliphant
Foreign Language Consultant
Tacoma, Washington

Conclusions from current second-language research and research on learning are in agreement on a number of basic components of an optimum learning environment. Teachers can explore the theories based on these important research conclusions by examining the abundance of professional literature. These theories have no impact, however, unless they can be translated into practical application for the classroom.

The purpose of this article is to provide examples of procedures and activities for the elementary school second-language classroom based on several theories on the optimum classroom learning environment. In conclusion, a game will be described in detail that incorporates procedures based on the theories discussed.

Theory: Cognitive learning increases when self-concept improves.

A common barrier to foreign language learning is the learner's fear of making errors and appearing foolish. Learners quickly become inhibited in a negative or stressful environment. Language and ego are inseparable, and many students live in constant fear of ridicule by their peers and teachers.

Application: Willing risk-takers make good language learners. It is important to structure time for students to get to know their classmates in order to build the trust necessary to enable risk-taking. Beginning foreign language learners cannot yet converse in the target language, so ice-breaking and trust-building activities can be done with English.

During instruction in the target language, put students at ease by asking for whole or small group, rather than individual, responses. Design or utilize activities that allow students to work in pairs or teams. Encourage students to be supportive and help their neighbors or group members. With the support of partners or teammates, stress is reduced because the risk of error is shared. In games or activities requiring a single response, allow a group effort in the formulation of the answer, and rotate the responsibility of the student who gives the official response.

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Activities for Your Classroom

Teachers: *Please submit a favorite classroom activity for publication in* FLES NEWS *by sending a description in the following format: title, objective, materials, and procedure. You may include any pictures or drawings as illustrations. Send with your name, address, and telephone number to Shari Houpt, Classroom Activities Editor, Box 330, Little Deer Isle, ME 04650.*

Title: **Food and Meals**

Objective: Students demonstrate knowledge of various lunch foods by describing the contents of sack lunches for auction.

Materials: Brown paper sacks, magazines for cutting up, construction paper, glue.

Procedure: In pairs, small groups, or individually, students select food pictures from magazines and make a picture picnic lunch. Each group or individual then describes for the class the contents of his/her sack lunch and individuals either offer their lunch in trade or bid on the lunch at auction.

Contributor: Maggie Lee
Box 75
Medon, TN 38356

Classroom Activities Editor: Shari Houpt

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Letter from a Reader

Dear NNELL:

We of the foreign language team at the American School of the Hague (The Netherlands) find *FLES NEWS* very informative and helpful. Most overseas schools are involved in teaching foreign languages to young learners. When we meet at conferences the most commonly heard complaint is lack of suitable materials. Most overseas schools also have ESL/EFL departments. This is where we often turn for materials to adapt, especially those of us who teach the "less-commonly-taught" languages.

I'm enclosing information on two resources that I've found very helpful—they contain a wealth of material that can be adapted to teaching any language:

Hadfield, J. (1985). *Elementary Communication Games*. Thomas Nelson and Sons. Available from Monarch Books of Canada, 5000 Dufferin St., Unit K, Downsview, Ontario, Canada M3H 5T5 (tel. 416-663-8231). ISBN-0-17-555695-4 (U.S. $28.95).

Each of the forty games and activities for beginning foreign language students is written within a specific functional area and limited to one or two structures and to a clearly defined vocabulary. Activities range from pair work and group work to whole class tasks in a variety of guessing, matching, and searching games. My students enjoyed a "Nosy Neighbors" activity. Students "lived" across the street from a row of houses, with the exception of house #5. The object of the activity was to share information and by a process of elimination discover what the occupants of #5 were doing. The material is designed to be photocopied (special permission is granted) and contains a detailed introduction and practical tips for each game.

Retter, C., & Valls, N. (1984). *BONANZA: 77 English Language Games for Young Learners*. Longman. Available from Longman Group UK, Longman House, Burnt Mill, Harlow, Essex CM20 2JE, England (tel. 0279-26721). ISBN-0-582-51020-1 (U.S. $14).

BONANZA is a teacher's resource book of language games with descriptions of how to play them in class. About half of the games are based on color picture cards at the back of the book, which can be laminated and cut out for classroom use. The categories of the six card sets are singulars, plurals, uncountables, verbs, places, and professions. The cards are colorful and appealing to young learners.

Sincerely,
Karen Coster
Dutch Teacher, K-4

Conference Calendar

International, national, and regional conferences and workshops are previewed in this section of the newsletter. Please send information on conferences and workshops to the Conferences Editor.

1990 CONFERENCES

October 18-22: **Advocates for Language Learning.** Portland, OR. Joseph Tam, 4628 SE 31st Ave., Portland, OR 97202.

November 17-19: **American Council on the Teaching of Foreign Languages.** Nashville, TN. ACTFL, 6 Executive Plaza, Yonkers, NY 10701.

December 27-30: **Modern Language Association.** Chicago, IL. MLA, 10 Astor Place, New York, NY 10003-6981.

Conferences Editor: Jane G. Graveen

FLES NEWS* is a newsletter for educators interested in providing quality foreign language instruction for children. The newsletter provides information on classroom activities, resources, various teaching methods, recent research, upcoming conferences, and information on how to publicize elementary foreign language programs. *FLES NEWS* provides a means of sharing information, ideas, and concerns among teachers, administrators, researchers, and others who are interested in the teaching of foreign languages to young children.

FLES NEWS is published three times a year (fall, winter, and spring) by the National Network for Early Language Learning: Marcia Rosenbusch, editor; Nancy Rhodes, network chair. Executive committee members are: Carolyn Andrade (Ohio), Diane Ging (Ohio), Mari Haas, corresponding secretary (New York), Nancy Hess (New York), Melanie Klutts, recording secretary (Texas), Gladys Lipton, treasurer (Maryland), and Kathleen Riordan (Massachusetts).

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Subscription rate is $8/year ($12/year overseas). Please send your check to: Gladys Lipton, Treasurer, National Network for Early Language Learning, P. O. Box 4982, Silver Spring, MD 20914.

FLES NEWS wants to hear from its readers. Send letters to: Nancy Rhodes, *FLES NEWS*, Center for Applied Linguistics, 1118 22nd St. NW, Washington, DC 20037. Send contributions to be considered for publication to the appropriate contributing editors at the addresses listed above. Deadlines for information are: fall issue–May 1; winter issue–Nov. 1; spring issue–Feb. 1.

Readers are encouraged to make copies of this newsletter and share them with colleagues. Articles may be reprinted citing *FLES NEWS*, National Network for Early Language Learning, as the source.

*Foreign Language in the Elementary School

A Community-School Effort for K-12 Japanese

Audrey L. Heining-Boynton
University of North Carolina at Chapel Hill
Chapel Hill, North Carolina

We use the expression *community schools*, yet often the community and its schools act in isolation with little communication or cooperation. Nevertheless, the challenges facing a community have a direct impact on the public schools. One midwest city combined resources in an attempt to solve a severe economic problem. The solution provided jobs and industry for a dying community and a unique K-12 foreign language curriculum.

Battle Creek, Michigan, is known as the Cereal Capital of the World. Yet, more recently Battle Creek is becoming known as the home for Japanese industrial firms. During the sixties and seventies, Battle Creek lost a number of industries to other states. The situation reached a crisis stage in the mid-eighties. A meeting of community leaders was called and a plan of action was formulated. The committee enacted a model plan of innovation within the community and its schools. One of the positive results of this innovation was that the Lakeview Schools in Battle Creek implemented a strengthened foreign language program to meet three different student needs. The components of the program reinforce, complement, and enhance one another. The three elements of the K-12 curriculum are (1) the Saturday School; (2) the bilingual/ESL education program; and (3) the K-12 foreign language classes. These programs are making use of human and financial resources in an efficient and creative way.

As of 1990, thirteen Japanese businesses have moved to the Battle Creek area. These companies send Japanese families to Michigan for two to five years. Upon returning home, the Japanese children resume their studies, the expectation being that they continue at the same academic level as children of their own age. The reality is that the youngsters who have spent several years in the United States are behind their peers, especially in math and Japanese language skills.

During the 1987-1988 school year, a program called the Saturday School was inaugurated to address this issue. Conceived by local industry, parents, and local school officials, the goal was to provide additional instruction for the children of the visiting Japanese families. Battle Creek Unlimited (BCU), a nonprofit corporation committed to improving the local economy by assisting established and new businesses, was instrumental in the development of this program.

Saturday School

The Saturday School steering committee formed a special group named the Japanese Advisory Committee. The committee is composed of parents of the children enrolled in the Saturday School as well as two advisors representing Lakeview Schools. Japanese parents who belong to this organization work directly with the schools.

The Saturday School offers up to six hours of intensive elementary school instruction in math, social studies, and the Japanese language for native Japanese children. Japanese is spoken in the home, therefore the main thrust of the instruction is the written language. The texts and materials used are the exact ones used for that particular grade level in Japan, provided by the Japanese Ministry of Education. Children from four other school districts in south central Michigan attend. The district offered the program for the first time during the 1987-1988 school year, and thirty-five students were involved; for the 1988-1989 school year there were fifty-seven; for the 1989-1990 year, seventy.

On Saturdays, children in the first and second grades have school from 9:00 a.m. to 12:30 p.m.; those in grades three through eight meet from 9:00 a.m. to 3:00 p.m. Five classrooms are needed; Lakeview Schools provide the facilities. Grades 1, 2, and 3 have their own classrooms. Grades 4 and 5 are combined in one room; also meeting in one room are grades 6, 7, and 8. The school is staffed by a principal and five teachers. A parent representative, such as the president of the Japanese Advisory Committee or another member of the committee, is usually present on Saturdays. A monthly fee is charged per student. Also providing funding are the area Japanese industries, the school district, and the state and local agencies.

Continued on page 4

Lorane Wheeler, *3rd Grade*
Academy of World Languages

Haniwa
Clay funerary figurine of a soldier who served to protect and serve "departed souls." Dates from 300 B.C. protohistoric Japan.

Courtesy of Cincinnati Public Schools

K-12 Japanese from page 3

One of the more difficult tasks has been to locate qualified teachers. Those who teach at the Saturday School are native Japanese and also teach during the week in the bilingual/ESL program for Lakeview Schools. Therefore, all teachers must have the proper certification for the state of Michigan, not to mention the proper visas. Several Michigan universities have been helpful in assisting Lakeview Schools in locating qualified teachers who are certified to teach ESL or bilingual education.

Bilingual/ESL Program

The Saturday School is only one part of Lakeview's attempt to meet the needs of its students. Lakeview also provides instruction by certified teachers in its elementary school bilingual/ESL education program as is required by law.

The district provides instruction in language and culture for the elementary teachers who have Japanese youngsters in their classrooms. Each summer, two one-week workshop courses are offered. Thirty classroom teachers attend each week-long workshop. The purpose is to familiarize teachers with different approaches for working with children, to provide teachers with cultural information, and to develop teaching materials.

The president of the teachers' organization provided important leadership during the inception of the bilingual/ESL education portion of the project. The bilingual/ESL program bridges the K-12 curriculum and the Saturday School.

K-12 Japanese Program

The American students benefit from the third element of the program, a K-12 Japanese offering. The teachers in the program are the same ones involved in the Saturday School and the bilingual/ESL programs.

Japanese language and culture are taught by elementary school teachers in a FLEX (Foreign Language Experience) format, that is, as units in their curriculum. In the 1988-1989 school year a Japanese FLES program was also instituted in the district in the second grade. In 1989-1990 the district continued and expanded the program.

Japanese is offered at the junior high along with French, Spanish, and Latin. Eighth graders receive nine weeks of exposure to the languages. At the high school level, two years of Japanese are offered. The classes are taught by the principal of the Saturday School. Japanese I is offered before school, Japanese II meets during the regular school day. The students meet with the teacher Tuesday through Friday. On Mondays, the students work on assignments without the supervision of the foreign language teacher.

The materials used for the high school students are college materials that have been adapted. The approach is a conversational one, yet reading and writing are not ignored. The students learn the Kanji characters.

The job description of the principal/teacher also includes traveling to another area high school two days a week to teach introductory Japanese. The principal/teacher is hired by Lakeview Schools. The bilingual teachers are also hired by Lakeview Schools; the Japanese Advisory Committee participates in the interviewing.

The state of Shiga, Japan, and the state of Michigan have long-standing ties; twenty years ago they joined as sister states. Among the cultural ties are teacher exchanges, which began in 1985. The Michigan Department of Commerce arranges these exchanges in conjunction with the State Department of Education and the Japanese Ministry of Education. Three teachers come from Shiga to teach in various Michigan cities. Four or five teachers from Michigan go to Japan to teach English for six months.

One difficulty with this initiative is the mistrust that some community members have concerning nonnative English speakers. Through K-12 language and culture classes, the teachers make a conscious effort to deal with the xenophobia the children learned from adults.

Another difficulty is finding elementary ESL/bilingual teachers certified and qualified in both Japanese and a K-12 approach to foreign language education.

Nationally, other districts are considering or implementing similar programs (See *Educational Leadership*, 1989). The community and school partnership in Battle Creek is a direct result of economic pressures. Is it working? The city points to a revived economy, and the school district boasts a return to a top rating in the state. In terms of foreign language education, students have profited at all levels.

Further Reading

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Publicizing FLES Editor: Carolyn Andrade

Children's Classroom Creations

FLES NEWS would like to include samples of children's work in the second language. We encourage you to send works that lend themselves to copying, such as line drawings, short stories, or poems. If you would like a work returned to you, please enclose a stamped self-addressed envelope. Please include the child's name, age, school, and teacher's name, as well as written permission from the child and his or her parents or guardians. Send children's work to the editor, Marcia Rosenbusch.

Research to Reality from page 1

Direct criticism puts the learner on the defensive, so avoid negative vocabulary and use indirect correction. For example, the Total Physical Response (TPR) or command strategy is being used and a student does an action in a manner other than as directed, either describe what the student did without saying that it was wrong, or repeat the command using intonation which communicates that you did not receive a correct response. In question/answer practices, when a student gives an incorrect answer, avoid the word *No*. Just give a regretful look and ask again, directing the question to another student if you see that the first student does not wish to offer another response. Another positive alternative is to change the question so that the student's answer is correct.

When students differ in responses, praise those who do it correctly *without* reprimanding or pointing out those who do it incorrectly. In addition, do not allow students, either through words or through actions, to put down other students' efforts.

For more information and suggested activities on cooperative learning and self-esteem, see Canfield and Wells (1976) and Johnson and Johnson (1975, 1984).

Theory: Activities that employ multiple senses facilitate memory.

The brain records information in different locations according to the sense through which it is received. When the information is stored, new neural connections are created in the brain. Retrieving or remembering becomes easier the more places the information is stored.

Application: The most frequently exercised sense in the classroom is hearing. Students are required to listen, listen, listen and are frequently criticized by teachers for not listening. Observation of teachers in a meeting or presentation will tell you that we are asking for something that we as a group have not mastered. Listening is important, but we all soon tune out if other senses are not stimulated.

The second most frequently used sense is sight. Early grade teachers take the prize for providing visually stimulating environments. In high school, second-language teachers are usually among those few teachers who offer a visually motivating classroom. Time spent in creating pleasing and inspirational surroundings should have far greater priority than many of the other tasks that teachers are required to do. Remember that having the time and skills of an interior decorator is not necessary. Include ways for the students' products to adorn the walls and make sure they are clearly related to the learning goals. Keep in mind that color in your visuals is an excellent aid to memory—from visually electric flashcards to use of colored chalk at the board.

The sense of touch is third in frequency, but not in importance. Tactile encounters are especially important in beginning stages of language learning and relatively easy to provide in the classroom. Interacting with props and objects conveys reality, convincing the brain that the information is real and should be stored. Foreign language conference exhibitors have rapidly become aware of the need and demand for reality. But do not wait for the next conference—your home and local thrift stores are bulging with ways of illustrating the words you want to teach.

Smell and taste are probably tied for last place since few of us have easy access to cooking facilities. Do not, however, let this keep you from an occasional smelling or tasting event. Non-cooking activities that employ smell include identifying odors of cooking extracts, spices, fruit juices, scented felt pens, or anything you wish to teach that has an odor. Blind taste tests are also fun and interesting. Use different types of breads, beans, waters, cheeses, or other foods.

For specific activities on smell, taste, and other senses in the classroom, see Olliphant (1990).

Theory: Language learning is accelerated when the content is interesting and useful.

For most students, information (especially in a textbook) is not real until it is converted into meaningful activity. If language is to be internalized, that knowledge must be used to transmit real messages, not artificial exchanges contrived for the sole purpose of practicing structure.

Application: The goal of "covering the text" is often given too high a priority. From the standpoint of content, a text is as effective as the number of ways the information therein is related to the students' goals and interests.

Research tells us that the brain seldom considers information important enough to store until that same information is encountered many times. Yet, practice or review in the same ways invites boredom and often rejection of the content. Repetition must therefore be through different activities and contexts.

When learning a song, for example, if you detect looks of *Oh no, not again*, do the repetitions with varied pitch, rhythm, or volume. You can tap out accompaniment on different parts of the body or furniture and with different instruments (hand, pencil, book, pen, ruler). You can assign a division of labor that calls for some lines to be sung by those who are wearing socks, and other verses sung by those without socks, or by students with jewelry and without jewelry. Students can create actions to accompany the meaning and perform them in small groups while the others sing the lines.

Theory: Comprehension is the first step in language acquisition.

The classroom is perhaps the only place in society where we are asked to immediately produce what we hear. In the natural patterns of first-language development, many opportunities of hearing the words are provided before the learners are expected to speak. Even as adults, we hear new words several times and in several situations before incorporating them into our spoken language. Since we cannot say words that have not yet clearly registered on our ears, being asked to speak immediately is extremely stressful. Forcing early production sets students up for failure.

Delayed oral response allows for more nativelike pronunciation to develop. Poor pronunciation often means students did not receive sufficient input before they were asked to produce. Some learners are ready to speak after about ten hours of instruction; others, especially children, require more time.

Application: As in first-language development, students should not be required to passively listen, but rather to interact with the environment and respond physically to the teacher and each other. Speech comes more easily and naturally when

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Supervisors of Foreign Languages Organize

The National Association of District Supervisors of Foreign Languages (NADSFL) was founded several years ago by a group of foreign language supervisors who felt the need for a nation-wide organization that would concern itself with administering of language programs. Its members run the gamut from single building department chairs to state supervisors.

Myriam Met of Montgomery County Public Schools, Maryland, was instrumental in getting NADSFL rolling and was its first president. Currently NADSFL copresidents are Paul García of Kansas City, Missouri, and Erwin Petri of Millburn, New Jersey.

NADSFL has an annual meeting in conjunction with the American Council on the Teaching of Foreign Languages (ACTFL) every November. In addition, there are meetings at each of the regional language associations around the country. Three times each year the organization publishes a newsletter that contains reports of association meetings, a letter from the president, and descriptions of unusual programs from districts around the country.

Membership in NADSFL is open to all educators who supervise language programs from the smallest department to the largest district. An application for membership may be requested of treasurer: Debbie Corkey-Corber, Treasurer, NADSFL, 4614 N. 33rd Street, Arlington, VA 22207. The fee for individual membership is $10 and $20 for institutional membership.

Research to Reality from page 5

students have spent sufficient time listening and responding physically. Classroom activities that use delayed oral response strategies have received much attention in the past decade. For teaching ideas and further explanation of the comprehension or delayed oral response theory, see Asher (1986) and Krashen and Terrell (1983).

Theory: Movement increases interest, focus, and motivation.

Kinesthetic learning, or muscle-learning, increases the supply of oxygen to the brain to maintain alertness and encourages long-term memory. In most kindergartens, a multitude of kinesthetic activities excite young learners. As students grow older and learn to tolerate sitting still, movement in the classroom is removed or greatly reduced. It is no coincidence that a corresponding reduction in student interest and rate of learning. It is unfortunate that after kindergarten, kinesthetic teaching strategies play an increasingly less important role and are rapidly replaced by a preponderance of auditory activities.

Although there are other factors diminish the effectiveness of learning as we climb the educational ladder, lack of movement for the learners is an important factor. Teachers who realize that an effective instructor is active and moves about the classroom often miss the fact that in order to be effective learners, students have a corresponding need.

Application: The standard classroom could be said to be *anti-learning* in many ways, but the most obvious is that the physical arrangement does not allow for group movement. A classroom arranged to allow kinesthetic learning might consist of one space with chairs in a semicircle or U-shape for group activities with movement, and another area with tables or desks for writing and other table activities.

A circle, for example, is an ideal formation for many interactive language activities. Even though it seems a hassle, space can usually be created by shoving or stacking furniture. Once students learn the rearranging procedure and get over the initial resistance to something new, the process will become painless and the benefits multiple.

The following game from *Total Physical Fun* is an example of an activity that maintains interest because of the movement. Acquisition of the language is indirect because students are using language as a tool while focusing on the object of the game. The use of props or pictures adds visual interest and realism.

Activity: Change Places

Purpose: Review or Introduction of nouns, phrases, or other structures—(comprehension or speaking)

Materials: 4 to 6 large objects, flashcards, or pictures

Procedure: Arrange students in a circle or a semicircle. Chairs are best, but desks are manageable. Any empty chairs or desks are removed. The object of the game is to change chairs when your assigned name is called and never to be caught without a chair when the changing stops.

Place four to six objects about a foot apart in front of class (in the middle of the circle, on the chalkboard tray, or on a table in front of the class). Announce that each class member will be assigned an object and that it is important that all remember which object they are. If objects chosen are a shark, a cookie, a hat, and a key, the first person (starting at one end of the semicircle or with anyone in the circle) becomes a shark, the next person a cookie, the third person a hat and the fourth a key. The teacher holds up each object, showing it to each person during the assigning, *You are a shark, you are a cookie, you are a hat, and you are a key, etc.* The naming process is part of the teaching so be sure that all can see and hear. The four items are assigned one by one until all students have a name.

The objects are placed in a line on the floor in front of the group. Someone volunteers to make the first call and his/her chair is eliminated, making one less chair than there are students. The volunteer stands behind the objects and, facing the group, calls out any two objects or pictures. If the student cannot say the words, s/he points out the objects with a foot and the teacher makes the call. Those players having the name of the objects called must change places to any chairs other than the ones in which they were just sitting. The caller immediately tries to sit down in one of the vacated chairs. The person who does not get a chair, and therefore is left standing, is the next caller.

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When two students land on equal portions of a chair at the same time, they both become callers. The teacher repeats the call during the changing, holding up or pointing to the objects so it will be clear to all what has been named.

The new caller (or same one, if she or he failed to secure a seat) announces any two items for the next change of chairs. The teacher may want to allow students to call three objects instead of two, or occasionally to allow everybody to change. The more objects called, the more movement there is. Caution the students on the importance of avoiding collisions. When two or more objects are called, all must remain seated and wait until the last object is called before chair-changing can begin.

At the end, ask for a show of hands of winners—those who were never caught without a chair or were never in the calling position (with the exception of the volunteer who began). With children younger than first grade, you need enough of the same objects or pictures so that each student can hold the item she or he is named. This serves as a constant reminder to the child and gives the teacher the visual clue of each child's assignment in order to monitor the movement.

Variation: After a few rounds, new words can easily be substituted by assigning new names for the various groups; for example, *Those who were sharks are now snowballs*. The level of difficulty can be easily increased to practice other structures, such as verbs, adjectives, time, weather, or other expressions. For example, with the class assigned the names of different foods, the callers are required to name one item they like and one they do not like. *I like cheese and I don't like pears*. Those who were assigned to be cheese or pears would change places.

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Teaching Methods Editor: Audrey Heining-Boynton

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Mail check and this order form to: Gladys Lipton, Treasurer, National Network for Early Language Learning, P.O. Box 4982, Silver Spring, MD 20914.

Opportunities Available for Latin Teachers

The Awards Committee of the Classical Association of the Middle West and South (CAMWS) announces the competition for: (1) the $2,500 Mary A. Grant Award to the 1991 summer session of the American Academy of Rome; (2) the $2,500 Semple Award to the 1991 summer session of the American School of Classical Studies at Athens; and (3) a $2,500 award for summer study in either Greece or Italy. This third award may be used for the summer session of the American Academy, or the American School, or any other study program in Greece or Italy.

Any elementary or secondary school teacher or graduate in CAMWS's thirty states and three provinces of Canada who is also a member of CAMWS is eligible to apply for one of these three awards to study abroad in the summer of 1991. The forms for this year's competition are now available. Please write Professor Lewis A. Sussman, 3-C Dauer Hall, Department of Classics, University of Florida, Gainesville, FL 32611. Requests for application forms must be received by January 5, 1991; completed applications are due February 2, 1991.

CAMWS has also established the Manson A. Stewart Scholarship Program to provide financial assistance for primary, middle, and secondary teachers of Latin. Funds are available to assist those who are seeking certification to teach Latin at any level. Preference in awarding these scholarships is given to those applicants whose certification will enable them to start a new Latin program or to expand an existing one.

Funds are also available to assist those who wish to attend either the annual meeting of CAMWS or the biennial meeting of CAMWS's Southern Section. Preference in awarding these scholarships is given to applicants who have not yet attended a CAMWS meeting. Application for Manson A. Stewart Scholarships is restricted to members of CAMWS, but applicants may join at the time they apply for a scholarship.

For further information and an application form, write Professor Jeffrey L. Buller, Chair, CAMWS Education and Training Awards Committee, Campus Box 886, Loras College, Dubuque, IA 52001-0178.

Marcia H. Rosenbusch, Editor
FLES NEWS
Department of Foreign Languages
and Literatures
300 Pearson Hall
Iowa State University
Ames, Iowa 50011

FLESNEWS

NATIONAL NETWORK FOR EARLY LANGUAGE LEARNING

Volume 4, Number 3 Winter 1990-91

ACTFL Priorities: Elementary School Foreign Language Committee Recommendations

In identifying national priorities for the 1990s, the American Council on the Teaching of Foreign Languages (ACTFL) included elementary school foreign language instruction. This important decision is sure to influence the future direction of elementary school foreign language education in this country.

The process through which the priority areas were defined and clarified was specified by ACTFL. Through the 1988-1989 year, a position paper was invited from leaders in the field of elementary school foreign language instruction. Respondents to the position paper were each asked to express their comments in written papers. A committee, which met at the 1990 Priorities Conference prior to ACTFL's annual meeting, was invited to reflect upon and discuss the position paper and the papers of the respondents and to make recommendations to the authors of the position paper. In a networking session at this ACTFL annual meeting, conference participants were invited to respond to the recommendations from the committee to help in further refining these recommendations. The authors of the position papers received both the papers by the respondents and the recommendations from the committee before preparing the final draft of the ACTFL position paper.

Included in this issue of FLES NEWS *are the final recommendations of the committee that reviewed the position paper and respondents' papers on elementary school foreign language instruction.* ED.

Consensus was reached on the following six priorities for the foreign language in the elementary school strand. We believe that elementary school foreign language education should be incorporated into all strands of the ACTFL priorities and that program model descriptions, rationales, and expected outcomes should be widely disseminated.

1. Advocacy

The profession must advocate and support the vital role of language learning in early childhood and elementary school education. Such programs are the foundation for a long, well-articulated sequence of carefully developed curriculum that can result in increased language proficiency for students in the United States. The profession must enlist support from the nation's decision makers at all levels of government and from parents and members of the business community. Recommendations in this area are:

1. Enlist support for elementary school foreign language programs in the professional language community so that long, well-articulated sequences become the norm.

2. Enlist support and establish new partnerships among business, governmental, and education agencies.

2. Teacher Preparation

Quality teacher pre-service and in-service preparation is needed to meet the changing demands of our field in FLEX, FLES, and immersion programs. Such programs must be planned with the extensive cooperation of experienced teachers, specialists, and supervisors from the precollegiate level. Teacher-preparers also must continually renew their experience and knowledge concerning elementary school foreign language teaching. Recommendations in this area are:

1. Disseminate information regarding critical teacher shortages in elementary school foreign language programs.

2. Develop a pre-service teaching major that is responsive to current needs in FLES, FLEX, and immersion programs.

Continued on page 4

Activities for Your Classroom

Teachers: *Please submit a favorite classroom activity for publication in* FLES NEWS *by sending a description in the following format: title, objective, materials, and procedure. You may include any pictures or drawings as illustrations. Send with your name, address, and telephone number to Sheri Houpt, Classroom Activities Editor, Box 330, Little Deer Isle, ME 04650.*

Title: **Making a Town**

Objective: Students practice names of buildings and locations.

Materials: Maps for students of a simple town with a park or town square in the center, small cut-outs of buildings. An identical map for the teacher on a transparency and transparencies of the buildings.

Procedure: Each student is given a map and several small cut-outs of buildings (post office, bank, butcher shop, etc.). Students must place their buildings on the map according to the teacher's instructions. For example, "Put the bank to the south of the square." "Put the post office to the left of the bank." Students are encouraged to ask, "Where is the bank?" if they don't understand the directions.

After all the buildings have been placed, the teacher turns on the overhead projector so students can check their towns against the transparency and see if they placed their buildings correctly.

Students may then work in pairs. The first student puts up a screen so her partner can't see and rearranges her map. She then gives directions to her partner. The first student can question her partner, "Where is the bank?" etc., to be sure he has placed it correctly. Then the first student reveals her map, the maps are compared, and it is the second student's turn.

Contributor: Marianne Cribbin
Katy High School
1007 Highway Blvd.
Katy, TX 77450

Classroom Activities Editor: Sheri Houpt

Notes from Washington

During the fiscal year of 1991 $4.8 million will be available for model programs in foreign languages at the elementary and secondary school levels. The Foreign Language Assistance Act, which provides matching grants for the implementation of programs by local education agencies, was passed in 1988 but has not been funded until now. The funds will go to state departments of education, which will run grant competitions for local education agencies. An additional one million dollars will be available for the development of critical foreign language skills through the Fund for Innovation in Education. Regulations and deadlines for these two programs are just becoming available from the U. S. Department of Education. More information will be provided in the next issue of *FLES NEWS*.

Funding Information and New Legislation Editor: Jamie B. Draper

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NOTE: The fall issue of this volume's newsletter was incorrectly numbered in the publishing process as Volume 4, Number 2, instead of Number 1. To avoid confusion, the numbering of the issues of this volume will continue as follows, winter issue—Number 3; and spring issue—Number 4. Only three issues are published in each volume. ED.

FLES NEWS* is a newsletter for educators interested in providing quality foreign language instruction for children. The newsletter provides information on classroom activities, resources, various teaching methods, recent research, upcoming conferences, and information on how to publicize elementary foreign language programs. *FLES NEWS* provides a means of sharing information, ideas, and concerns among teachers, administrators, researchers, and others who are interested in the teaching of foreign languages to young children.

FLES NEWS is published three times a year (fall, winter, and spring) by the National Network for Early Language Learning: Marcia Rosenbusch, editor; Nancy Rhodes, network chair. Executive committee members are: Carolyn Andrade (Ohio), Diane Ging (Ohio), Mari Haas, corresponding secretary (New York), Nancy Hess (New York), Melanie Klutts Yungclas, recording secretary (Texas), Gladys Lipton, treasurer (Maryland), and Kathleen Riordan (Massachusetts).

Contributing editors for the newsletter by topic are: *Classroom activities* Sheri Houpt, Box 330, Little Deer Isle, ME 04650; *Conferences* Jane G. Graveen, Glastonbury Public Schools, Glastonbury, CT 06033; *Funding information and new legislation* Jamie B. Draper, Joint National Committee for Languages, 300 Eye St. NE, Suite 211, Washington, DC 20002; *Publicizing FLES* Carolyn Andrade, Cincinnati Public Schools, 230 E. 9th St. Cincinnati, OH 45202; *Research* Elsa Statzner, University of Minnesota, Second Languages and Cultures, 125 Peik Hall, Minneapolis, MN 55455; *French resources* Myriam Chapman, Bank Street School for Children, 610 W. 112th St., New York, NY 10025; *Spanish resources* Barbara McDonald, A. F. Doerfler School, 3014 W. Scott St., Milwaukee, WI 53215; *German resources* Patricia Pillot, Harding Elementary School, 2920 Burdette, Ferndale, MI 48220; *Teaching methods* Audrey Heining-Boynton, Foreign Language Education, CB 3500, Peabody Hall, The University of North Carolina at Chapel Hill, Chapel Hill, NC 27599-3500.

Subscription rate is $8/year ($12/year overseas). Please send your check to: Gladys Lipton, Treasurer, National Network for Early Language Learning, P. O. Box 4982, Silver Spring, MD 20914.

FLES NEWS wants to hear from its readers. Send letters to: Marcia Rosenbusch, Editor, Department of Foreign Languages and Literatures, 300 Pearson Hall, Iowa State University, Ames, IA 50011. Send contributions to be considered for publication to the appropriate contributing editors at the addresses listed above. Deadlines for information are: fall issue–May 1; winter issue–Nov. 1; spring issue–Feb. 1.

Readers are encouraged to make copies of this newsletter and share them with colleagues. Articles may be reprinted citing *FLES NEWS*, National Network for Early Language Learning, as the source.

*Foreign Language in the Elementary School

Conference Calendar

International, national, and regional conferences and workshops are previewed in this section of the newsletter. Please send information on conferences and workshops to the Conferences Editor.

1991 CONFERENCES

March 14-16: **Second Foreign Language Acquisition by Children, Fifth International Conference**. Raleigh, NC. Rosemarie A. Benya, East Central University, Ada, OK 74820-6899.

March 21-24: **Central States Conference on the Teaching of Foreign Languages.** Indianapolis, IN. Jody Thrush, Madison Area Technical College, 3550 Anderson St., Madison, WI 53704.

April 25-28: **Northeast Conference on the Teaching of Foreign Languages.** New York, NY. Northeast Conference, P. O. Box 623, Middlebury, VT 05753-0623.

April 25-28: **Southwest Conference on Language Teaching.** Anaheim, CA. Jan Herrera, 13355, Albion Circle, Thornton, CO 80241.

May 9-11: **Pacific Northwest Council on Foreign Languages**. Ray Verzasconi, Department of Foreign Languages and Literatures, Oregon State University, Corvallis, OR 97331-4603.

SUMMER 1991 WORKSHOPS

June 10-July 5: **Fifth Summer FLES Institute.** Iowa State University, Ames, IA. For further information, contact: Dr. Marcia Rosenbusch, Director, Summer FLES Institute, Department of Foreign Languages, 300 Pearson Hall, Iowa State University, Ames, IA 50011 (515-294-4046). Completion of this institute and a practicum in the home school district results in Iowa's K-6 foreign language certification, which may be recognized by other states.

June 11-July 11: **Spanish Immersion for Elementary Teachers.** Northern Arizona University, Flagstaff, AZ. Non-speakers of Spanish develop language skills for use in the elementary school classroom. For further information contact: Dr. Manuel Rodriguez, Department of Modern Languages, P. O. Box 6004, Northern Arizona University, Flagstaff, AZ 86011 (602-523-6225).

June 17-July 12: **Methods for Teaching Foreign Languages in the Elementary School.** Concordia College, Moorhead, MN. For further information contact the coordinator: Carol Ann Pesola, Education Department, Concordia College, Moorhead, MN 56562 (218-299-4511) (FAX 218-299-3947). Full tuition scholarships for German teachers are available from the German government through AATG. Contact: Helene Zimmer-Loew, AATG, 112 Haddontowne Court #104, Cherry Hill, NJ 08034.

June 17-August 2: **Intensive Summer Foreign Language Teachers' Institute in Chinese, Spanish, Indonesian, & Japanese.** University of Hawaii, Honolulu, HI. For further information contact: Associate Director for Teacher Education, Second Language Teaching and Curriculum Center, Webster 203, The University of Hawaii, Honolulu, HI 96822. Grants, including travel, room, and board, are available for 30 participants.

July 1-August 2: **Spanish through Authentic Literature and Traditional Art.** Teachers College, Columbia University, New York, NY. The literature, art, history, and culture of Puerto Rico and the Dominican Republic will be the basis for the development of content-based instruction. Grants including room, board, and books are available for teachers from the New York City area. For further information contact: Mari Haas, Teachers College, Columbia University, Box 11, 525 W. 120 St., New York, NY 10027 (212-678-3817 or 3155).

July 7-14: **National FLES* Institute.** University of Maryland, Baltimore County, MD. For further information contact: Dr. Gladys Lipton, Coordinator of Foreign Language Workshops, UMBC, Baltimore, MD 21228 (301-455-2109). Participants receive three graduate credits in either French, Spanish, or FLES methods.

July 15-August 14: **Integrating Foreign Language in the Elementary Curriculum.** Northern Arizona University, Flagstaff, AZ. For further information contact: Dr. Manuel Rodriguez, Department of Modern Languages, P. O. Box 6004, Northern Arizona University, Flagstaff, AZ 86011 (602-523-6225).

July 15-19: **Teaching Foreign Languages to Young Students (K-8).** Teachers College, Columbia University, New York, NY. For further information contact the coordinator: Mari Haas, Teachers College, Columbia University, Box 11, 525 W. 120 St., New York, NY 10025 (212-678-3817). Co-presenter is Helena Curtain, Coordinator of Foreign Languages, Milwaukee, WI Public Schools and co-author of *Languages and Children: Making the Match.*

Conferences Editor: Jane G. Graveen

Chinese and Japanese FLES Programs Sought

The Montgomery County Public Schools are currently developing a content-based curriculum for use in upper elementary school Chinese and Japanese FLES (grades 3-5, non-immersion) programs. The curriculum is written in English, with examples and student worksheets written in the target languages. If your school would like to be a field test site for the third and/or fourth grade curriculum in one of these languages, please contact Karen Willetts or Mimi Met, Montgomery County Public Schools, 850 Hungerford Drive, DAS, Room 259, Rockville, MD 20850 (301-279-3911).

Priorities from page 1

3. Develop in-service programs to serve present professionals.

4. Establish active collaboration between precollegiate experts and college/university level teacher trainers.

5. Identify international sites to develop exchanges as an integral part of a pre-service program.

3. Resources

Authentic, developmentally appropriate, culturally rich, content-based materials are key components in quality elementary school foreign language programs. These materials have communication as the main focus. Recommendations in this area are:

1. Develop materials to suit various program models and needs.

2. Strengthen networking opportunities to develop human, fiscal, and materials resources.

3. Identify and nurture funding resources for ongoing support of elementary school foreign language instruction.

4. Expanded Opportunities for Early Language Learning

A primary goal in the next decade is to increase the number of high-quality, carefully designed elementary school foreign language programs based on strong administrative, parent, and community support. This will ensure that all students regardless of learning styles, achievement levels, race/ethnic origin, socioeconomic status, home language, or future academic goals may begin language learning early and continue the language in a long, well-articulated sequence of carefully developed curriculum. Recommendations in this area are:

1. Affirm the need to expand opportunities for foreign language instruction for all elementary school age children.

2. Integrate long, well-articulated language programs into the regular school program.

3. Encourage options such as the classics and languages that may not be frequently taught in the United States.

5. Articulation

Well-articulated programs are a result of consensus and careful planning and monitoring among language teachers, administrators and concerned parents across all levels. Articulation can take place smoothly only if students moving through the programs are achieving predictable outcomes that are consistent at all grade levels. Recommendations in this area are:

1. Establish a K-12 framework with common goals and philosophy for various program models.

2. Articulate language programs horizontally and vertically.

3. Plan programs across levels with team decision making by language professionals, school officials, and parents.

4. Articulate cultural components as well as language components.

6. Research/Evaluation

Critical research questions must be identified and addressed. In addition, evaluation must be included as an essential component of all program designs. Recommendations in this area are:

1. Establish and disseminate a research agenda.

2. Promote classroom-based research on language acquisition and other aspects of elementary school foreign language programs.

3. Encourage longitudinal studies to assess the effectiveness of various program models.

4. Disseminate and replicate research results as widely as possible.

Authors of Position Paper:
Myriam Met, Montgomery County Public Schools
Nancy Rhodes, Center for Applied Linguistics

Respondents:
Madeline Ehrlich, Advocates for Language Learning
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Carol Ann Pesola, Concordia College, Moorhead, MN
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Fran Hoch, North Carolina State Department of Education
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Eileen Lorenz, Montgomery County Public Schools
Katherine Olson-Studler, St. Paul Academy and Summit School
Marcia Rosenbusch, Iowa State University
Marguerite Ann Snow, California State University, Los Angeles

For a copy of the final position paper for elementary school foreign language instruction see: Met, M., & Rhodes, N. (1990). Priority: Instruction. Elementary school foreign language instruction. Priorities for the 1990s. *Foreign Language Annals, 23* (5), 433-443.

Establishing Pennsylvania's Liberty Bell Elementary School Immersion Project

Astrid Kromayer
Professor of Spanish
Moravian College
Bethlehem, Pennsylvania

The Liberty Bell School's immersion program is unique in Pennsylvania. At the completion of its first year, we looked back on the beginnings of this ongoing adventure. This article describes how this immersion program got started, what problems we faced, and how these problems were resolved.

The Liberty Bell immersion program owes its beginnings to Dr. Michael Greene, superintendent of the district, who learned about a total immersion program some years ago at a conference he was attending. He was so impressed that, upon his return, he began investigating the possibility of implementing a similar program in one of the schools in his district. Personnel from the district visited the Montgomery County, Maryland, program, and specific plans began to take shape. Julia Moore, principal of Liberty Bell, volunteered her school as the site for the fledgling program. With the approval of the school board, recruitment of the first class began, and the search for the first teacher was on.

Interested parents of future first-graders were invited to a presentation at which representatives of the Montgomery County program were present. Questions were answered, and doubts were allayed. Parents now admit that they suffered real misgivings at first with respect to the wisdom of placing their children in such an unusual setting. There were fears that English language studies would suffer and that the content subjects would be diluted or neglected because of the medium for imparting this knowledge. But somehow the appeal of exposing their children to a second language in which they might some day became fluent, and the advantage of having them learn about and appreciate cultures other than their own, won out.

A class of twenty-five first-graders was ready for fall 1989. The children were not chosen on the basis of intellectual promise or superior ability. They were volunteered by their parents. This is not a program for the elite, and any child who is ready for first grade is welcome.

The search for the first teacher yielded an enthusiastic and very well qualified young man, Carlos Lopez, who has elementary certification and experience in bilingual and ESL teaching. Carlos is totally bilingual, speaking excellent English and Spanish. He plunged into the assignment eagerly, met with the children who would comprise his first class and their parents, and won their confidence and warm support. By midsummer he had an attractive scrapbook filled with pictures of his students and their families. He knew their names, interests, and backgrounds.

The parents pledged their support and worked closely with Carlos. Many volunteered to come to class to assist with projects, and others made attractive study-helps for the class. They collected a generous sum, which Carlos used to buy supplementary materials on a trip to Puerto Rico that summer, which he undertook at his own expense. While there, he visited several school districts and observed teaching approaches. This was possible because schools in Puerto Rico begin the fall term earlier than we do.

Soon after Carlos was hired, several other bilingual teachers, who are certified in Pennsylvania as elementary school teachers, were contracted for the program. They were assigned to regular second and third grade classes and taught their classes in English the first year. The second year, the second grade teacher received the first grade immersion class, and the third year, the third grade teacher will continue with the group.

Interviews are being conducted to hire enough teachers to take each immersion group through fifth grade. Recently a middle school teacher was hired who will probably teach social studies in Spanish to the immersion classes as they make the transition from a heavier concentration of Spanish to a "retention" curriculum. It is hoped that these students will have so enjoyed their first language-learning experience that they will choose to study a second foreign language in senior high school.

How will these children receive instruction in English language arts, and when will they learn to read in their native tongue? It is planned that English will be taught formally in the fifth grade. This will not be, however, the immersion students' first exposure to English language arts. From the very start, parents were asked to read in English to their children at least fifteen minutes every evening. According to many reports from parents, an interesting phenomenon has occurred: the students have transferred their Spanish reading skills to English and are picking up reading in English on their own—although at times they at first sound out English words as they would Spanish ones.

Based on the many studies of the Canadian program, it is evident that immersion students' English skills do not suffer at all over time. In the first year or so a slight lag in overall content learning occurs among immersion students as compared with those in regular classes, but the gap is soon closed and immersion students have been found to do as well or better than their peers in regular classes as time goes on. Studies indicate that eventually immersion students equal and often surpass their contemporaries in literacy-based skills. Research shows that their experience has not been detrimental either to their academic achievement or the development of their native-language skills.

Immersion students experience certain advantages over their monolingual peers. Parents report overwhelmingly that their children communicate more effectively because in order to survive they have to listen carefully to know what is going on, and they are more aware of the need to make themselves understood. Parents have told how their children, interacting in Spanish with other classmates, have repeatedly rephrased what they want to say to insure that the listener is understanding what is said. In this way, they begin to use the language creatively.

In the Liberty Bell program, all subjects except music, art, and physical education are taught in Spanish from the beginning.

Continued on page 6

Immersion Project from page 5

It should be noted that the subject matter taught in Spanish is never repeated in English. There is no translating. If necessary, lessons can be rephrased and other approaches taken to get material across, but the teaching language remains Spanish. At recess, the children may speak English, although as time has gone on, many have chosen to use Spanish as well. At the outset, the children used English in class to communicate with each other and with the teacher, but from the very first day the teacher never used anything but Spanish. They still communicate with each other in English as well as Spanish, but more and more they address each other and the teacher in Spanish.

During regular classroom recitation they use only Spanish. Parents have been amazed at the progress, and there seems to have been little or no frustration on the part of the students. Learning has taken place naturally and with ease through the use of many clever approaches, teaching devices, and materials. At the outset, the method of Total Physical Response was relied upon heavily—it seems that the more closely a word is tied to a physical experience, the more easily it is assimilated. Conversation was encouraged from the start and was not over-corrected. The early aim in this program, as in others of this type, is to stimulate talk in meaningful and interesting situations without excessive interruptions. The teacher uses some sophisticated turns of phrase—the subjunctive, for instance—which the students accept without realizing the grammatical reasons for such forms. The children themselves have been heard using the subjunctive quite naturally; for example, one little girl turned down a visitor's offer of help with *No quiero que lo hagas* (I don't want you to do it).

As the school year drew to a close, plans were made to help the children retain what they had learned. Parents and children met in the summer to talk and read together, they were urged to watch Spanish television on a local channel, and some of the families hosted summer exchange students from Spain.

The class ended the school year with the same number of students with which it began, despite the loss of one student in midyear. It was determined that this student did not have the level of maturity required for entry into a regular first grade and should not have been placed in the class. With the cooperation of the parents and school personnel, the student was properly placed in a special first grade class and another child who was eager to be in the program was admitted. The new student did well and managed to catch up with the class.

Opposition to the program can be an important factor that must be dealt with. At the outset, there was indeed opposition from some members of the community. One, a teacher himself, although not in the same district, was quoted in a local newspaper: "I am totally against it. I feel students should learn the language of the nation. I think these people coming into the nation, some of them illegally, should learn English. However, if you want to open a Seven-Eleven in Miami or Los Angeles, go right ahead." This mentality is more prevalent than one would imagine. This individual did not even understand what the program was about.

Another type of community opposition arose. A group of parents banded together to protest the immersion program, not for any reasons pertaining to its merits, but rather because it had been funded while the school district failed to keep its promise to implement a foreign language program in the middle schools. The protest was directed against what those parents perceived as an unfair distribution of resources. They did not understand that the immersion program would not cost any more than any other elementary program and that the immersion teachers would be paid the same salaries as non-immersion elementary teachers. A local paper published letters to the editor and gave full coverage to the complaints, but the movement gradually dissipated.

Teachers—at least some of them—feared for their own job security, thinking that if a second first-grade immersion class were offered, someone might be removed to make way for an immersion teacher. Rumors implied that immersion teachers received higher pay and were given permanent contracts. And there was some resentment against having Hispanics favored in the hiring. Now that an Anglo has been hired, there may be more goodwill. Also, now that only one first-grade class is in place in the second year, anxiety has eased.

The brightest spot in the entire program has been the parents. They have been the best goodwill ambassadors possible, giving interviews and presentations, all of them favorable to the program. They have begun a newsletter for themselves and all who are interested in the program. Some have even taken trips to Puerto Rico with their children. Indeed, one set of parents reports that their son claims he is half Puerto Rican! Some parents have begun studying Spanish and confess that their children have outdistanced them already. Long-range plans include a trip to a Spanish-speaking area when the children are in fourth or fifth grade. It is the support of the parents and their conviction that their children's experience has been something very special that have assured the success of this program more than any other factor, except perhaps the creativity and dedication of its first teacher.

Jacqueline Woods and Madeline Courtney-Brooks, *5th Grade*
Kenwood Alternative Elementary School
Mme Elvina Palma, French Teacher
(Courtesy of Columbus Public Schools)

Immersion for Small School Districts through Alternative Programs

Lyle Gerard, Retired
English as a Second Language Educator
Minnetonka, Minnesota

Schools with small numbers of elementary students are limited in their ability to provide new curriculum choices, such as immersion programs. No small school district can start an alternative program alone, in large part because of the lack of students. For example, a minimum of fifty kindergartners is considered necessary for the addition of any alternative program. Because of the national attrition rate of 7 percent a year, fifty students at the kindergarten level would permit the retention of a reasonable class size at grades five and six.

The open enrollment policy in states such as Minnesota and Iowa can provide an opportunity for the establishment of immersion programs. In essence, open enrollment means that parents may choose to send their children to any school district, provided space is available. In Minnesota the towns of Delano, Rockford, and St. Michael-Albertville, which are only twelve miles apart, will be used to illustrate how a shared immersion program could be established through the alternative program concept in an open enrollment situation.

These three schools have a total of 356 kindergartners in public schools, and there are another 100 in private schools. If Rockford, for example, began an immersion program and a total of 50 students from all three communities enrolled in it, the other two communities would lose $35,000 to $50,000 from their annual budgets because of losses in student enrollment in their own schools. A solution to this problem could be to establish three different alternative programs at the same time, one housed in each school, as well as to maintain the option of the traditional program. Just one of these alternative programs would be the immersion program. The enrollment shifts of students attending the alternative programs would then be likely to balance out and the problem of student population imbalance and budget losses would be eliminated.

Providing two to five years of planning time for an alternative program will allow administrators time to hire new staff or train staff who already have the required language skills. Only one foreign language teacher for an alternative program starting with fifty kindergarten students would be required the first year. Two staff members would be needed the second year.

Courageous and committed administrators are absolutely necessary for the establishment of such a program. Elementary and secondary educators from each of the schools must also be involved to develop a united presentation to the local school boards. Change is so often perceived as dangerous, as more work, as a loss of control, and finally as a criticism of past performance. It is vital that all groups (administrators, staff, parents, and the general public) believe that alternative programs do not challenge their responsibilities or rights, rather, the changes are a means of developing new and more effective ways of reaching the goals they have always held.

Although the focus of this article has been on cooperation among small school districts, the concept of the alternative program can also work for an individual school district. The Robbinsdale Area Schools in the western suburbs of Minneapolis added three alternative programs in 1987, one of which was an immersion program. Today, the Spanish immersion program serves almost four hundred students in kindergarten through third grade.

Quincentennial Poster Contest Announced

The American Association of Teachers of Spanish and Portuguese (AATSP) is announcing a poster contest for elementary and middle school students (K-8) of Spanish or Portuguese. The theme of the contest is the quincentennial of the discovery of the new world. Local AATSP chapters will organize the contest in their areas. A variety of artistic approaches is encouraged and students from either private or public schools may enter the contest. Deadline for receipt of entries (through AATSP chapters) is June 30, 1991. For more information contact your AATSP chapter or Dr. Gladys Lipton, UMBC-MLL, Baltimore, MD 21228.

Children's Classroom Creations

FLES NEWS would like to include samples of children's work in the second language. We encourage you to send works that lend themselves to copying, such as line drawings, short stories, or poems. Please include the child's name, age, school, and teacher's name, as well as written permission from the child and his or her parents or guardians. Send children's work to the editor, Marcia Rosenbusch. If you would like a work returned to you, please enclose a stamped self-addressed envelope.

Position Available

Edina (Minnesota) Public Schools need two full-time French immersion teachers to initiate an immersion program in kindergarten during the 1991-92 school year. The program, in which most subject matter content will be taught in French, will expand one grade level each year. Applicants need elementary certification K-6, native or near-native proficiency in French, and sound knowledge of immersion instruction. Contact James D. Chapman, Director of Employee Relations, Edina Public Schools, 5701 Normandale Road, Edina, MN 55424.

Resources for Your Classroom

Please submit directly to the appropriate resources editor any language-specificmaterials you would like considered for review. Other materials may be sent to the FLES NEWS editor for review.

French

Garabédian, M., Lerasle, M., & Vailleau, F. (1987). ***Le grand livre des histoires.*** Paris: Les Editions Didier.

Garabédiar, M , Lerasle, M., & Vailleau, F. (1988). ***Les petits Lascars: Le grand livre des comptines*** (Vols. 1-2). Paris: Les Editions Didier. All three books are available from French for Fun, 4965 Hames Drive, Concord, CA 94521.

These marvelous books should be in every elementary school French teacher's library. Prepared in France for kindergarten classes by CREDIF (Centre de Recherche et d'Etudes pour la Diffusion du Français), these books are age-appropriate, culturally accurate, charmingly illustrated, and non-sexist (fathers cook and are involved in their children's lives).

Le Grand Livre des Histories presents ten very short stories that chronicle events in the lives of Céline, François, and Olivier. The stories are simple and only a few pages long. They can be read to American children or acted out. There are chapters on Céline getting dressed, washing her hands, having breakfast with her family, going to the park, going to the circus, making fruit salad, etc. There is a separate panel illustrating each line of text.

Le Grand Livre des Comptines (Vols. 1-2) are collections that include songs for finger plays, counting songs, children's games, and both modern and traditional songs. All seem very appropriate for a language class of young learners. The songs can be used to enliven lessons on the weather, animals, family, clothing, etc. The music for each song is included in each book. Both songbooks are available with cassette audiotapes and teachers' guides. A soft-cover edition of volume 1 is also available.

Chaillet, D., Meuleau, M., Béatrix, L., Debard, G., & Phlix, G. (1986). ***Histoire et géographie***. Collection Chaillet et Meuleau. Paris: Bordas.

Chaillet, D , Meuleau, M., Béatrix, L., Debard, G., & Phlix, G. (1986). ***Géographie***. Paris: Bordas. Both books are available from Ideal Foreign Books, 132-10 Hillside Ave., Richmond Hill, NY 11418.

Histoire et Géographie is the first in a series of books prepared for French schoolchildren in kindergarten through middle school. Since these books are used as subject matter texts in France, the series is most appropriate for immersion programs. *Histoire et Géographie* for kindergarten could be used, however, in any early language program because the language is simple and the pictures are very clear. The focus of this text is on a child's view of the world. The child-centered activities include telling time, orienting oneself in space, using the calendar, making a map of the classroom, and finding the way around town. There are pictures of holiday celebrations, seasons, mountains, and seascapes. Elementary school teachers can use this book as supplementary reading and as a guide to activities typical to a French kindergarten classroom.

Géographie is a textbook for French schoolchildren in the early elementary years. With this book, it is fun to see how French schoolchildren view the rest of the world, including *les Etats-Unis* and especially New York City. There is quite a bit of text and the pictures are small, but for the teacher who wants to do a content lesson on geography, this book is packed with information and includes pictures that are difficult to obtain.

French Resources Editor: Myriam Chapman

Spanish

Diaz, J. M. (1990). ***El español sin problemas***. Reading, MA: Addison-Wesley. Available from Addison-Wesley, Route 128, Reading, MA 01867. Cost is $27.99.

El español sin problemas is a resource book of reproducible, supplementary activity masters for elementary and middle school students of Spanish. There are over two hundred masters, which cover a wide range of illustrated activities that focus on vocabulary, culture, and grammar. The vocabulary masters cover such basic topics as food, weather, the house, school, and much more. The culture masters focus on themes such as *La Corrida de Toros*, *El Gaucho*, *La Piñata*, etc. The grammar masters target many structural elements of basic Spanish, including verbs such as *hacer* and *tener*. There is also a section called *Para la conversación* which stimulates conversation, as well as a set of masters for each month in the school year. *El español sin problemas* is a flexible resource from which teachers can pick and choose topics in random order to introduce, expand, or review areas that are being studied. Because there is a wide range of activities—puzzles, maps, dialogues, etc.–students are motivated and have fun learning.

Hauber, M. ***Teach to the Beat***. Uniontown, OH: Michael Hauber. Available from Michael Hauber, 1268 Pear Wood Way, Uniontown, OH 44685.

Teach to the Beat is an innovative approach using the universal language of music (in this case, contemporary music) to help enhance the proficiency of students learning Spanish. Since music is the number one entertainment in many students' lives, its use in the foreign languages classroom can motivate, reinforce structure, and provide the necessary repetitiveness for language learning. Students' responsiveness to music can enhance both oral and written skills.

Teach to the Beat offers nine different records or cassettes, ranging from *Los Pitufos Cantan* (sung by the Smurfs) to *No Te Olvidaré* (sung by Gloria Estefan). All items include a spiral-bound folder with lyrics and suggested activities. The activities can be used with many different songs in both beginning and more advanced Spanish classes. *Teach to the Beat* offers music with clarity, positive messages, and the "right" beat. Even the Christmas album, *Eterna Navidad,* offers traditional songs with a modern beat. Other titles offered are *Luz y Sombra*, *20 Millas*, and *No Controles* (sung by FLANS); *Chicas de Hoy* and *Baila Conmigo* (sung by Tatiana); and *Todo Mi Amor Eres Tú* (sung by Michael Jackson). Prices range from $8.95 to $19.95. Sample song activities and free lyric sheets are available.

Spanish Resources Editor: Barbara McDonald

Continued on page 9

Resources from page 8

German

Wilms, H., & Lohfert, W. (1989). ***Wer kommt mit?*** Bonn, West Germany: Internationes.

Apelt, H. P. (N.D.). ***Was möchten Sie wissen?*** Bonn, Germany: Internationes.

Vrignaud, I. J. (N.D.). ***Sonne, Mond, Sterne.*** Bonn, Germany: Internationes. Available free of charge to German teachers (each school system is limited to one copy of each item). You may request a catalogue and price list for these and other items from Internationes, Audiovisuelle Medien, Kennedyallee 91-103, D 5300 Bonn 2, Germany.

Internationes offers a service to German teachers by providing free of charge, or for minimal costs, videos, slides, and other audiovisual materials. Most useful for the elementary school classroom are two slide series. Each series comes numerically arranged in pockets with a cassette and a resource book that contains descriptions of the slides and additional information for the teacher. Slides can be used five or six at a time to introduce a lesson or to demonstrate a cultural concept.

Wer kommt mit? is a pictoral trip through the west of Germany from north to south, visiting a few major cities. *Was möchten Sie wissen?* presents scenes from everyday situations, such as sports, shopping, and festivals. Each set provides a wealth of stimuli for conversation with young students who notice every detail. The slides are clear, modern, and well-composed.

Also useful are the *Sonne, Mond, Sterne* book, cassette, and accompanying posters. This series is a collection of songs, rhymes, and reading selections for children, centering around school and home. One-page stories, conversations, rhymes, and songs make good listening activities and conversation starters, especially for grades five to seven. Part One, *Bei mir zu Haus*, introduces Hanna Mertens, age eight, her mother, and her brother. Her weekly, and morning routines, meals, and yard are shared with young listeners. Two rhymes, *Die Heinzelmännchen* and *Robo*, are included in this section. Part Two, *Unsere Schule*, presents dialogues by Hanna and her family about the school day and includes many rhymes that she learns there. These songs and rhymes can be introduced to younger students.

Ferndale Public Schools. (1988). ***Curriculum materials.*** Ferndale, MI: Ferndale Public Schools. Available from Lynn J. Haire, Foreign Language Coordinator, Ferndale Public Schools, 725 Pinecrest, Ferndale, MI 48220.

Ferndale Public Schools offer a variety of materials that have been developed for their intensified FLES program. Curriculum guides, which include a content overview and activities appendix, are available for kindergarten through sixth grade. Topics in the guides include colors, numbers, body parts, foods, family, opposites, calendar, clothing, house, classroom, and animals. The age-appropriate activities have been developed and tested by the classroom teachers. Worksheets are also available for classroom use. Levels five and six offer social studies units and test booklets as well. Black and white flashcards of body parts, classroom objects, sports, continents, verbs, prepositions, and adjective opposites, as well as bingo game cards are also in print. Prices vary according to the size of the set. Most materials are designed to provide a visual cue for language components, since English is not used in the Ferndale classrooms.

The materials for the third grade class are recommended to introduce yourself to the program. The set of 100 flashcards can be used for a variety of games and activities described in the thirty-page third grade curriculum. Sixty-two pages of worksheets complete the series. A complete catalogue description and price list of all materials in German, French, and Spanish and an order form are available upon request.

German Resources Editor: Patricia Pillot

Make copies of this order form and share them with your colleagues.

Subscription Order Form (1990-1991)
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Mail check and this order form to: Gladys Lipton, Treasurer, National Network for Early Language Learning, P.O. Box 4982, Silver Spring, MD 20914.

Teacher Preparation Videos Available

Three new video programs for the preparation of elementary school foreign language immersion teachers have been developed by Montgomery Country Public Schools, Rockville, MD, bringing the total number of available videos to eight. The videos have been prepared through a project funded by the U.S. Department of Education, Title VI, International Research and Studies Program. The videos are intended for institutions of higher education, school districts, and teacher educators who are interested in teacher preparation for elementary school foreign language programs. The videos may be used to provide in-service opportunities for one teacher or a group of teachers. Each 1/2" VHS video is accompanied by a *Teacher's Activity Manual*.

The titles of the new videos are: *Reading and Language Arts in the Immersion Classroom: Grades K-2*; *Reading and Language Arts in the Immersion Classroom: Grades 3-6*; and *Teaching Math and Science in the Immersion Classroom.* Titles of the previously prepared videos are: *What It Means to Be an Immersion Teacher*; *Foreign Language Immersion: An Introduction; Second Language Acquisition*; *Negotiation of Meaning*; and *Planning for Instruction in the Immersion Classroom.* To order videos send a check for $30 for each video to: Foreign Language Coordinator, Montgomery County Public Schools, 850 Hungerford Drive, Rockville, MD 20850 (301-279-3911).

Marcia H. Rosenbusch, Editor
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FLESNEWS

NATIONAL NETWORK FOR EARLY LANGUAGE LEARNING

Volume 4, Number 4 Spring 1991

NNELL: From Network to Organization

Notes from the Chair

It's a big step, and it's an exciting one. The National Network for Early Language Learning has decided to change from an informal network to a formal organization. The major difference for you, as a reader of *FLES NEWS,* is that you will now be a voting member of NNELL instead of just a newsletter subscriber.

In addition, the network has developed its first mission statement: *to promote opportunities for all children to develop a high level of competence in at least one language and culture in addition to their own and to coordinate the efforts of all those involved in early language education.* NNELL will continue to promote early language learning and will publish *FLES NEWS* three times a year. The most important benefit of our change in structure is that there will be a format established for electing officers and an avenue for those of you who want to become more involved in NNELL activities.

The new structure was adopted at the January 1991 Executive Committee meeting. When we originally formed NNELL in January 1987, we had decided to leave our affiliation open and to "wait and see how our needs and goals [could] best be met." From the beginning, we have been working closely with other organizations with similar goals. As we near the twentiy-first century, we are becoming increasingly aware of the critical need for multilingual competence among citizens of the world. We feel that this is an opportune time for early language educators to join together as a strong force, to coordinate the efforts of all those involved in early language education, and to work collaboratively with other organizations and groups that share our goals. We feel that this can best be done by becoming an organization instead of affiliating with another organization or remaining as an informal network.

A committee, under the direction of Jack Darcey, is now in the process of drafting the NNELL constitution. All NNELL members will receive the constitution for approval in the fall of 1991. Then, at the annual meeting of the American Council on the Teaching of Foreign Languages (ACTFL) in Washington in November, the candidates for office will be introduced. Elections will be by mail ballot in the spring of 1992.

In honor of our new status, everyone who renews a subscription or becomes a member of NNELL for the first time by fall of 1991 will be listed as a "Founding Member" of NNELL. Please join NNELL by sending in the renewal flyer enclosed in this issue. We look forward to hearing from you.

Nancy C. Rhodes

FLES Crisis in North Carolina

Audrey L. Heining-Boynton
University of North Carolina at Chapel Hill
Chapel Hill, North Carolina

In 1985, North Carolina mandated foreign language education for all children in kindergarten through fifth grade. Implementation began in 1988 with the state providing partial funding to assist in the effort. This financial aid, which was promised through 1995, provides necessary start-up resources to all districts for the implementation of the new curriculum.

In the spring of 1989, a state financial crisis began to unfold and by 1990, North Carolina announced a deficit of $500 million. Legislators will soon be making financial decisions that could result in the *elimination of the new foreign language programs across the state by the fall of 1991.*

Continued on page 10

Resources for Your Classroom

Please submit directly to the appropriate resources editor any language-specific materials you would like considered for review. Other materials may be sent to the FLES NEWS editor for review.

German

Schuh, H., Schuh, E., & Kopp, G. (1988). ***Komm bitte! Ein Deutschkurs für Kinder***. Munich: Max Hueber Verlag. Available from Continental Book Company, 80-00 Cooper Ave., Bldg. #29, Glendale, NY 11385.

Komm Bitte! is a course for beginning students and is designed to teach comprehension, speaking, reading, and writing—in that order—through the use of various workbooks. The student book in Course One introduces reading via a series of cartoon drawings that are appealing to second or third grade readers. A workbook complements the text. The second-level reader presents lengthier passages to role-play, read, and sing. A second workbook, designed to complement levels one and two, develops writing skill with exercises in cursive and print and reviews phonetics. Transparencies for the overhead projector, two hand puppets, and a cassette of songs from the student's textbook are also available. A third- and fourth-level course is in print as well. This series is definitely worth examining in school districts that are interested in, and can afford, a textbook-based program. Individual items from this series are also useful additions to existing curricula and provide rich resources for the teacher.

German Resources Editor: Patricia Pillot

French

Uckange, J. (1985). ***Prêt pour l'ecole.*** Lausanne, Editions du Lion. Available from French For Fun, 4965 Hames Drive, Concord, CA 94521.

Prêt Pour L'École is a series of workbooks, prepared in Switzerland for French-speaking children: "Apprendre L'Alphabet," "Les Contraires," "Les Couleurs," "J'Ecris Mes Premiers Mots." Although there is no age level stated for the workbooks, they seem most appropriate for children just beginning to read and write. The books were meant to be used at home by children with their parents, but FLES teachers and teachers in immersion programs will find ways to use them in their classrooms. Each workbook contains a number of activities based on the title theme. These activities range from simple (color the rainbow, trace the letters) to more complex (circle each object that begins with a C, rewrite the days of the week in order). The black-and-white line drawings are big, bold, and clear. Teachers can use the workbooks as a vocabulary supplement, as a good source for pictures, as a jumping-off point to teach concepts, and in other more imaginative ways. Because the workbooks are meant for children who already speak French, some of the vocabulary is fairly sophisticated. Teachers in FLES programs can pick and chose what they want to use. Children in immersion programs could find these workbooks just right for them.

French Resources Editor: Myriam Chapman

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NOTE: The fall issue of this volume's newsletter was incorrectly numbered in the publishing process as Volume 4, Number 2, instead of Number 1. To avoid confusion, the numbering of the issues of this volume will continue as follows, winter issue—Number 3; and spring issue—Number 4. Only three issues are published in each volume. ED.

FLES[1] *NEWS* is a newsletter for educators interested in providing quality foreign language instruction for children. The newsletter provides information on classroom activities, resources, various teaching methods, recent research, upcoming conferences, and information on how to publicize elementary foreign language programs. *FLES NEWS* provides a means of sharing information, ideas, and concerns among teachers, administrators, researchers, and others who are interested in the teaching of foreign languages to young children.

FLES NEWS is published three times a year (fall, winter, and spring) by the National Network for Early Language Learning: Marcia Rosenbusch, editor; Nancy Rhodes, network chair. Executive committee members are: Carolyn Andrade (Ohio), Diane Ging (Ohio), Mari Haas, corresponding secretary (New York), Nancy Hess (New York), Melanie Klutts, recording secretary (Texas), Gladys Lipton, treasurer (Maryland), and Kathleen Riordan (Massachusetts).

Contributing editors for the newsletter by topic are: *Classroom activities* Sheri Houpt, Box 330, Little Deer Isle, ME 04650; *Conferences* Jane G. Graveen, Glastonbury Public Schools, Glastonbury, CT 06033; *Funding information and new legislation* Jamie B. Draper, Joint National Committee for Languages, 300 Eye St. NE, Suite 211, Washington, DC 20002; *Publicizing FLES* Carolyn Andrade, Cincinnati Public Schools, 230 E. 9th St. Cincinnati, OH 45202; *Research* Elsa Statzner, University of Minnesota, Second Languages and Cultures, 125 Peik Hall, Minneapolis, MN 55455; *French resources* Myriam Chapman, Bank Street School for Children, 610 W. 112th St., New York, NY 10025; *Spanish resources* Barbara McDonald, A. F. Doerfler School, 3014 W. Scott St., Milwaukee, WI 53215; *German resources* Patricia Pillot, Harding Elementary School, 2920 Burdette, Ferndale, MI 48220; *Teaching methods* Audrey Heining-Boynton, Foreign Language Education, CB 3500, Peabody Hall, The University of North Carolina at Chapel Hill, Chapel Hill, NC 27599-3500.

Subscription rate is $12/year ($15/year overseas). Please send your check to: Gladys Lipton, Treasurer, National Network for Early Language Learning, P. O. Box 20914, Silver Spring, MD 20904.

FLES NEWS wants to hear from its readers. Send letters to: Marcia H. Rosenbusch, Editor, Department of Foreign Languages and Literatures, 300 Pearson Hall, Iowa State University, Ames, IA 50011. Send contributions to be considered for publication to the appropriate contributing editors at the addresses listed above. Deadlines for information are: fall issue–May 1; winter issue–Nov. 1; spring issue–Feb. 1.

Readers are encouraged to make copies of this newsletter and share them with colleagues. Articles may be reprinted citing *FLES NEWS*, National Network for Early Language Learning, as the source.

[1]Foreign Language in the Elementary School

FLESNEWS

NATIONAL NETWORK FOR EARLY LANGUAGE LEARNING

RENEWAL NOTICE

This is the last issue in your subscription (*all subscriptions* run from September through May). Send in your check and the order form below for a 1991-1992 subscription. You may make copies of this order form for your colleagues. **Renew now so you won't forget**! You will not receive the fall issue unless you renew.

Note: In honor of NNELL becoming an official organization, anyone who renews their subscription or becomes a member for the first time by Fall 1991 will be listed as a Founding Member of NNELL.

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Notes from Washington

The following is a brief description of a few of the programs that can offer financial support to improve and expand foreign language education at the elementary level. The more creative and innovative you are, the greater number of funding sources you are likely to find and the more successful you are likely to be in your efforts. The individual contacts listed below have indicated their willingness to discuss your ideas and offer advice. Remember, above all, you will not receive funding if you don't apply.

National Endowment for the Humanities (NEH)

The NEH Division of Education assists schools and colleges in improving humanities education and promoting a central role for the humanities in the school curriculum and in the professional development activities of educators.

NEH will support projects in FLES pedagogy, particularly if they are part of a multipurpose project. For instance, projects could incorporate FLES pedagogy with cultural study or culture-based curriculum development. NEH also supports travel. Projects should be 25 percent scholarly in nature.

Currently funded projects include:

- a summer institute on elementary foreign language instruction involving study in the United States, Canada, and Costa Rica for teachers of French and Spanish
- a two-year special project to develop a Japanese language and cultural center for teacher training and to develop material and model curricula for grades K-8
- a three-year national project on Chinese language and culture for forty K-12 teachers of Chinese
- a three-year project to provide fellowships for 100 K-12 foreign language teachers each summer to engage in six weeks of in-country study.

In addition to project funding, NEH operates a Teacher-Scholar Sabbatical program that provides $30,000 a year for travel and study. The NEH also sponsors a Master Work Study Grant program that supports eight to fifteen teachers who study during the academic year with a scholar on a particular problem.

For further information, contact: Angela Iovino, Program Officer, Division of Education Programs, National Endowment for the Humanities, 1100 Pennsylvania Ave., NW, Room 302, Washington, DC 20506 (202-786-0377).

Fund for the Improvement of Postsecondary Education (FIPSE)

The main activity of FIPSE, a fund established by Congress in 1972 to promote innovation and reform at the higher education level, is its Comprehensive Program. This is an annual grant competition with funding priorities varying from year to year. FIPSE looks for action-oriented, learner-centered projects and does not support research as such. Two of this year's funding priorities are relevant to FLES practitioners: international education and combining content mastery with pedagogical expertise in the education of school teachers.

Project suggestions include programs for teacher recertification from the secondary to the elementary school levels, student teacher proposals, programs for native language speakers, programs for enhancing leadership and the preparation of teacher trainers, development of pedagogical materials, programs of in-service training, and preparation of ethnic minorities in elementary foreign language teaching. Above all, projects must be innovative and show an improvement over existing conditions.

Currently funded programs include:

- an evaluation of two models for integrating foreign language into various content areas of the curriculum
- development of a training course and curriculum materials in both English and Spanish to improve science knowledge and teaching skills of preschool teachers and other childcare providers
- development of an elementary school foreign language training model for teacher educators at public and private universities in North Carolina
- creation of a matriculation, transfer, and placement process to assist immigrant professional teachers in filling the need for bilingual teachers.

The Comprehensive Program has a two-stage review process. A five-page summary proposal is submitted for initial screening. Nearly two thousand of these are received each year; the most promising are then asked to submit full-scale proposals. Projects funded under FIPSE may receive support for one-, two-, or three-year periods. Approximately sixty awards were funded during the last cycle ranging form $15,000 to $165,000. The average award was $67,000.

For further information, contact: Dr. Helene Scher or Jaymie Lewis, Program Officers, Fund for the Improvement of Postsecondary Education, U.S. Department of Education, Mail Stop No. 5175, 7th & D Streets SW, Room 3100, Washington, DC 20202-5175 (202-708-5750).

Foreign Language Assistance

This program was created by Congress in 1988 and received funding for the first time for the 1991 fiscal year. It is intended to support model foreign language programs at the elementary and secondary levels. The total of $4.88 million will be distributed to state departments of education (SEAs) in proportion to the school-age population in each state—anywhere from $24,000 to $500,000. The SEA will then run a competitive grant competition among local school districts. There is also a 50 percent matching requirement to receive the money, which may be fulfilled through in-kind services.

Funding priorities for this year target the elementary level and focus on Arabic, Chinese, Japanese, Korean, and Russian. There is still no decision on whether funding will be restricted to those languages. The Department of Education is looking for multiyear projects that begin in the early elementary grades and continue into as many higher grades as possible with an emphasis on developing communicative competence. There are no restrictions on program type, and the expansion of existing programs would be an allowable use of funds.

Those interested in receiving funding, should contact their state department of education to find out who is administering

Continued on page 6

Cognitive and Language Development of Spanish Immersion Children

Kathryn W. Bamford
University of Washington
Seattle, Washington

The first foreign language immersion program in Washington State has been the object of a longitudinal study conducted by the Area of Educational Psychology at the University of Washington. The focus of the research is a Spanish immersion program (SIP) located in a suburban city in the Puget Sound area, isolated from a major Hispanic community. The SIP offers education in Spanish from kindergarten through grade 5 to children from English-speaking homes.

The Washington State study investigated the cognitive and language development of the first two grades of children to enter the program, in comparison with carefully selected classrooms in the standard program. The selection of the comparison classes is crucial to the validity of the study, because the SIP children come from homes where education is valued to the extent that parents would move their children from kindergarten and grade 1 in neighborhood schools and place them in a special program. The interest in education demonstrated by families influences the general course of their children's educational development. Thus, comparison classrooms were sought that were equivalent in social and economic status and also from a community that emphasized educational values. Over 130 children participated during the first two years of the research. The oldest group was tested at the beginning and end of grade 2 and at the end of grade 3. This article presents the results for this oldest group of children on two of the most important research questions investigated.

1. Does the acquisition of a second language enhance the development of nonverbal problem-solving abilities?

For more than two thousand years philosophers have argued that the study of special subjects, such as languages and mathematics, may enhance reasoning abilities. In the early part of the twentieth century, studies of the large wave of immigrant children entering school in the United States seemed to contradict any claim of benefits in speaking two languages, and researchers concluded that bilingual children suffered from "cognitive confusion." Contemporary researchers now point to methodological flaws that invalidate the early studies of bilingualism. In fact, research of bilingual cognitive development conducted since 1962 appears to support the opposite assertion: The acquisition of a second language in childhood may enhance certain reasoning skills.

The theoretical basis for the relationship between second-language acquisition and cognitive development hinges upon bilingual children's increased understanding of "language," or metalinguistic ability. The Russian psychologist Lev Vygotsky (1978) argued that this kind of understanding may promote voluntary control of consciousness. Recent research suggests that bilingual children do indeed demonstrate both increased metalinguistic understanding and superior ability to control cognitive processing in certain language tasks. This study sought to demonstrate that children in the early stages of bilingualism may also display superior development of nonverbal problem solving as well.

In this study the Raven's Coloured Progressive Matrices (CPM) was used as a measure of nonverbal problem-solving. The Raven's CPM is an individually administered test that presents children with puzzlelike geometric patterns to complete as a whole, often by using an overall "impression," or through reasoning by analogy. It is believed that the ability to solve these nonverbal problems is related to the child's ability to control attention and select problem-solving strategies. The Raven's test is widely used in research investigating the development of nonverbal skills among immersion children.

Over the course of the second grade year, the immersion children demonstrated significantly greater growth than the children in the comparison classroom in nonverbal problem solving ability, as revealed by an analysis of covariance. The greater gain in nonverbal ability was maintained over the course of third grade.

The evidence gathered regarding the development of nonverbal problem solving has been interpreted to support the notion that insight developed by children in acquiring a second language, together with important learning taking place during the primary school years, promotes the development of cognitive control. Children in primary-grade immersion programs are simultaneously entering school, acquiring formal systems of knowledge, becoming literate, and learning a second language. These influences may work together to develop an enhanced ability to control attention and to select cognitive strategies. The greater growth in nonverbal problem-solving ability shown by the immersion children over grades 2 and 3 is seen as the outcome of this enhanced ability.

2. Do immersion children demonstrate native language development on a par with children educated in a standard (English language) program?

Foreign language immersion programs are based upon two fundamental theoretical principles: the Developmental-Interdependence Hypothesis set forth by Finnish researchers Tove Skutnabb-Kangas and Pertti Toukomaa (Cummins, 1981), and Wallace Lambert's (1984) notion of additive bilingualism. The first principle asserts that knowledge and skills learned in one language transfer to, and are available for use in, another language. This principle is in effect only when children are adequately motivated to learn the first language and instruction in that language is both adequate and effective. The second principle, additive bilingualism, identifies contexts where children acquire a second language very much as they would acquire any socially desirable skill. That is, the desire to learn a second language does not reflect a loss of value for the native language, and children acquire second language ability while maintaining their normal native language development.

Continued on page 5

Language Development from page 4

Research charting the progress of second-language immersion programs in Canada and the United States has demonstrated no significant differences in native language development between immersion children and children in standard programs. A slight lag in development of the first group ameliorates soon after the introduction of English language arts instruction. However, the design of each of these studies is called *quasi-experimental*, which means that the results of the studies may be applied with confidence only to the group measured. It is important to repeat the investigation with a number of different groups of immersion children in order to increase confidence in the results. Thus, one of the important research questions of the SIP study is whether the native language development of the immersion program children is comparable to that of children in the regular program.

The Peabody Picture Vocabulary Test (Dunn, Dunn, Robertson, & Eisenburg, 1981) was used to measure the children's native language ability. The Peabody is an individually administered test of listening vocabulary, where the child is shown a set of four pictures and is asked to point out which one best depicts a word pronounced by the tester. The words become increasingly difficult and test a variety of concepts. The Peabody is widely used both in research and clinical work to evaluate language development.

The Peabody was administered, along with the Raven's test, in the fall and spring of grade 2, and in the spring of grade 3. At no point were any significant differences demonstrated between the immersion and comparison classrooms on this measure of English language development. In addition, both groups were performing at unusually high levels. At all testing periods, average students in both classrooms were performing better than 80 percent of children nationally.

The results of this measure of native language development in the Washington State study confirm the reports from other immersion programs in North America. Children can indeed be educated in a second language while maintaining their normal native language development. It is particularly interesting that they may do so at such a high level, with class averages above the eightieth percentile. The children's ability to continue to acquire English vocabulary while attending school in a second language supports both principles upon which immersion programs have been founded: the Developmental-Interdependence Hypothesis and additive bilingualism.

In addition, the children's strength in English vocabulary development points to the importance of the home and community in the development and maintenance of native language skills. It is suspected that the immersion children come from homes where books and magazines abound, and where issues are discussed at the dinner table. Recent studies indicate that immersion children develop native language skills on a par with their peers, regardless of social class. A fruitful area for future research would be to document the characteristics of immersion homes that are thought to promote native language development while children are being educated in a second language.

A variety of technical reports on the Washington State study are available. Contact the author at 322 Miller Hall, DQ-12, University of Washington, Seattle, WA 98195.

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Research Editor: Elsa Statzner

An interview with the assistant principal, Mr. Callahan.

James Kendrick, *7th Grade*
Cincinnati Public Schools

Notes from Washington from page 3

the program (it may not be the state foreign language supervisor) and to offer suggestions on how the money might best be spent. States can expect to receive funds by July 1.

For further information, contact: Doris Crudup, Program Officer, School Effectiveness Division, U.S. Department of Education, 400 Maryland Ave., SW, Room 2040, Washington, DC 20202-6437 (202-401-0481).

Fund for the Improvement and Reform of Schools and Teaching (FIRST)

FIRST was established by Congress in 1988 to support programs for students in preschool through grade 12 and their teachers. FIRST received $32 million for fiscal year 1990 and $38 million for the current fiscal year. There are several programs supported by FIRST.

The FIRST Fund has $10 million for grants to single schools, consortia of schools, districts, and consortia of districts; institutions of higher education may be involved on a cooperative basis. The focus of this program is the dissemination of successful projects. Unsolicited proposals are entertained throughout the year.

The Fund for Innovation in Education is a discretionary fund of $9 million to support projects in individual priorities, including innovation, technology, comprehensive health, and computer-based instruction (25 percent of which may be used for equipment purchase). Congress earmarked $1 million of this money for "critical foreign languages." A decision has not yet been made on whether the funds will be distributed through a general competition or a contract, which would more closely target the use of the funds.

For further information, contact: Richard LaPointe, Director, Fund for the Improvement and Reform of Schools and Teaching, U.S. Department of Education, 555 New Jersey Ave. NW, Room 522, Washington, DC 20202 (202-219-1496).

Funding Information and New Legislation Editor: Jamie B. Draper

Lucasfilm Learning Prepares Students for a Global Society

A California school district will use a $342,000 grant from the U.S. Department of Education Office of Educational Research and Improvement (OERI) to develop a multimedia approach to learning foreign languages. Fourth and fifth grade students at six speciality "Futures Schools" in the Richmond (CA) Unified School District will use foreign language multimedia stations and materials to learn Spanish and Japanese. Classroom foreign language teachers helped brainstorm and write the proposal.

"We believe that every student must speak more than one language," said Richmond Unified Superintendent Walter Marks, whose district serves a student population that is 69 percent minority. "Being able to speak [only] English is not going to make it in the twenty-first century, whether you live in California, Georgia, or West Virginia. Because of our global society, we want our students to understand other cultures. That is the concept we're after."

The district will work with Lucasfilm Learning—the educational division of *Star Wars* director George Lucas's film company—to create motivational software that uses intergalactic characters to guide students through lessons, activities, and multimedia simulations of everyday experiences in other cultures. The language programs will make use of the multimedia station equipment, which consists of a computer, a CD-ROM player, a video camera, a videodisc player, speakers, and a four-channel mixer.

"The power of multimedia instruction is that students can sit down, access incredible amounts of information, and put it together in ways that are meaningful to them," said Armando Picciotto, the district's director of information services and former teacher of physics, calculus, and computer sciences for twenty-one years.

For Superintendent Marks, the multimedia foreign language learning labs are part of the realization of this "Futures School" model that bases the learning and teaching processes on extensive use of technology. For more information, contact: Dyane Marks, Richmond Unified School District, 1108 Bissell Ave., Richmond, CA 94802 (415-234-3825, ext. 2012).

The Cincinnati Public Schools
is currently accepting applications
for elementary school
teachers of

Arabic, Chinese, French,
German, Japanese,
Russian and Spanish.

For more information, contact:
Carolyn Andrade, Supervisor
Elementary School Foreign Languages
(Immersion and FLES) (513) 369 - 4804

Personnel Branch (800) 262 - 2462
Cincinnati Public Schools
230 E. Ninth Street
Cincinnati, Ohio 45202

EOE

Project SALTA: Spanish through Authentic Literature and Traditional Art

The National Endowment for the Humanities and the William H. Donner Foundation have funded Project SALTA, a three-year project for K-8 teachers of Spanish. The project includes summer institutes in 1991 and 1992, a teachers' resource guide, and a small conference in the summer of 1993. The institutes will take place at Teachers College, Columbia University, and The Museum of Contemporary Hispanic Art (MoCHA).

During the two summer institutes, twenty-five teachers from the New York metropolitan area will study the history, culture, art, and children's literature of Puerto Rico and the Dominican Republic and will create content-based curriculum units. All of the course work will be in Spanish and participants will also attend a Spanish language class. Institute participants will study with a group of scholars and master-teachers from the New York City area, including Teachers College, Columbia University, and Barnard College.

A typical day at an institute will begin with the Spanish class, in which participants will practice their language skills through the reading and performance of dramatic texts. Following the Spanish class, lecture and discussion on the history and culture of Puerto Rico and the Dominican Republic will be held based on readings. Authentic Spanish children's literature and the methods of teaching Spanish through content will be an integral part of each institute.

The second half of each institute will take place at MoCHA and will focus on the study of five centuries of Puerto Rican and Dominican art through lecture, slides, and discussion. The participants will experience creating artforms through projects such as print making, mask making, and *santo* art.

Curriculum writing will be the final activity of each institute. Participants will integrate the knowledge gained at the institute into content-based units to be used in their own Spanish classes. Throughout each institute, participants will visit local museums, such as *El Museo del Barrio* and the Natural History Museum, attend Spanish theater, and study the influence of the Caribbean cultures, which represent the majority of Hispanic students in the New York City area. The curriculum units created by the institute participants will also help reflect the Caribbean point of view during the quincentennial celebration in 1992.

The conference offered in the summer of 1993 will be open to anyone interested in the project. Conference workshops on the history, culture, and art of Puerto Rico and the Dominican Republic and on children's literature will be offered. The teachers' resource guide developed from the work of the institute participants will also be shared at this time. For more information, contact: Mari Haas, Teachers College, Box 201, New York, NY 10027 (212-678-3817).

Juana Young, *Kindergarten*
Cincinnati Public Schools

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What's in a Name?

Carol Ann Pesola
Associate Professor of Education
Concordia College
Moorhead, Minnesota

We must have spent an entire day trying to decide on the name of our new networking group when the National Network for Early Language Learning was formed in January 1987. The discussion drew on the insights and experiences of colleagues from a variety of educational settings around the country. We knew the name we chose would reflect our identity and our philosophy, and the process we went through served to develop unity and clarification of purpose. Now, just four years later, terminology and naming are becoming a source of disunity and confusion. This article is an effort to address the issue of the terminology used to describe foreign language programs of all types at the elementary school level.

Beginning in the 1950s, the acronym FLES (Foreign Languages in Elementary Schools) served as a general term for all foreign language programs at the elementary school level. It was also used for a specific program type that involved sequential instruction, beginning in any grade below junior high school and articulated with continuing programs at the secondary school level, as part of a long sequence of instruction. Because the great majority of programs were intended to fit into the sequential model, the fact that the same term was used for two different purposes created only occasional confusion. When elementary school language instruction experienced marked decline in the 1970s, discussion about the term *FLES* reflected dissatisfaction with the term itself and concern that its association with failed programs might have rendered it unsuitable for future use.

Increasing interest in programs for children over the past ten years has resulted in a growing variety of program models: exploratory programs lasting six weeks to a year (FLEX), intensive programs that combine language instruction with general curriculum content, full and partial immersion programs, and the classic articulated program that has always been known as FLES. The inadequacy of the acronym *FLES* as a general term to express the now complex variety of language programs for children has become clear, and individuals involved with teaching and writing about languages for children continue to seek appropriate terminology. Several attempts at developing a new term or acronym have had brief or limited usage but have not evolved into broad acceptance, such as FLEAMS (Foreign Languages in Elementary and Middle School), ESFL (Elementary School Foreign Languages), and FLAG (Foreign Language Arts in the Grades).

FLES* has recently been suggested as a general term to refer to all types of language programs for children. While there is certainly appeal in the fact that this term reflects a historical connection with traditional nomenclature, it seems to bring with it a number of serious disadvantages.

Disadvantage 1: Conventional use of the asterisk in written text calls for the reader to find a notation at the bottom of the page. The use of the asterisk as a part of the term creates false expectations in the reader and sometimes uncertainty about why the asterisk is present.

Disadvantage 2: This term is efficient only in written text; the asterisk cannot be rendered orally unless the term "asterisk" itself is actually stated, creating awkward discourse.

Disadvantage 3: Addition of the asterisk in no way clarifies the terminology. The term always has to be explained to audiences, even those involved in the field of languages for children, and FLES* must be differentiated from FLES in much the same way that specific and general uses of the term FLES have always required explanation. As an example of the potential for confusion, typists and editors of the 1991 Northeast Conference program converted all FLES references to FLES*, evidently considering them to be synonymous.

Disadvantage 4: The term FLES* inevitably retains close identification with the program model FLES and all the connotations associated with the FLES programs of the 1960s. This tends to disguise, or even trivialize, the great variety and complexity of the elementary school programs in the 1990s.

Disadvantage 5: The term FLES* was not developed through discussion and consensus. The fact that it is used by some and resisted by others suggests an absence of focus and unity at a time when the profession requires the best and most cooperative efforts on the part of everyone.

The search for acceptable terminology for our growing field of languages in the elementary school has not yet yielded a satisfactory generic term or acronym. That search should continue, with lively discussion and involvement throughout the profession. The National Network for Early Language Learning, now emerging as an independent organization, provides the ideal forum for that discussion and involvement. Until consensus has been reached on a more acceptable term than those currently being suggested, there are alternatives that we can agree to use in the interest of clarity of communication. Such terms as *elementary school foreign languages, languages for children*, and *early language learning* do not require explanation to the many audiences with whom we must communicate effectively. Retaining the distinctive use of FLES, FLEX, and immersion to identify the most common models of these programs should help us to communicate more clearly among ourselves as well.

Names are very important. Like the personal names we bear, the terminology for our professional commitment becomes a part of our own identity. We must be able to wear it proudly. The professional educators associated with foreign languages for children have developed a community of mutual support and a unity of purpose that may be unparalleled elsewhere. Mutually accepted terminology growing out of that cooperative spirit can become both an important product and a highly visible symbol of our united effort.

A Rose by Any Other Name

Gladys C. Lipton
Coordinator of Foreign Language Workshops
University of Maryland/Baltimore County
Baltimore, Maryland

At a time when there are so many issues confronting elementary school foreign language programs, it would seem to be a misdirection of our expertise and our energies to be debating the generic term for these programs. Programs, whether they represent FLES, FLEX, or immersion, are being curtailed and even eliminated because we still have not convinced our "public" that starting a foreign language in elementary school is an educational necessity in today's world.

That's a good starting point. Very few of us would disagree with the notion that our public still needs to be convinced, persuaded, cajoled, or whatever else has to be done to popularize foreign language study as early as possible in a child's career. One example of trying to reach the public has been the video and study guide entitled *FLES* Programs in Action* (Lipton, 1989). This video, with segments from eleven different school districts, has been used in over five hundred schools and school districts throughout the country and abroad. Many laudatory letters have been received, but not one complaint about the clarity of the terminology, (keep in mind that most audiences have been non-foreign language members of school communities).

Many approaches to reaching the public, such as this one, have been tried and have been successful, particularly during prosperous times. These days, during times of budgetary crises, there are problems similar to what happened in the 1960s and 1970s when many of the then existing programs were either curtailed or eliminated, primarily because claims were made that practitioners were unable to deliver. Fortunately there are a few exceptions. The longevity of programs in Hinsdale, Illinois, and Glastonbury, Connecticut, bear witness to over thirty years of success! Thus in the sixties and seventies, when we used only one term (FLES) that applied to all types of programs, programs were still sharply cut. A rose by any other name. . . .

In working with a large number of administrators and policymakers, I have found that they prefer a short acronym, such as FLES*, for the overall program, which can readily be distinguished from the three most popular program models—FLES, FLEX, and immersion. Administrators are accustomed to speaking the language of acronyms. Administrators want, and rightly so, a rapid understanding of the terminology, spending more time on the outcomes, costs, concepts, and interrelationships. For administrators (and that includes supervisors, resource teachers, school board members, principals, assistant principals, superintendents, assistant superintendents, etc.), it seems clear that as long as a distinction is made between the overall program term and the terms for the program models, any number of different acronyms can convey the same or similar meaning. A rose by any other name. . . .

In addition, there is the thorny question of academic freedom, freedom of speech, the freedoms contained in the Bill of Rights. While it would be wonderful if we all could agree on a single overall acronym, that would be utopia. FLEAMS (Foreign Languages in Elementary and Middle School) is a perfectly acceptable term for those who wish to use it. FLAG (Foreign Language Arts in the Grades) is still another perfectly acceptable term for those who wish to use it. ESFL (Elementary School Foreign Languages) too is a perfectly acceptable term for those who wish to use it. I submit that FLES* (an umbrella term denoting all types of K-8 foreign language programs) is a perfectly acceptable term for those who wish to use it. A rose by any other name. . . .

It have been said that FLES* (FLES asterisk) is difficult to say. Someone challenged me recently: "I'll bet you can't say it three times without slipping." It is equally difficult to say *elementary school foreign language programs* three times without slipping, too!

The term FLES* has appeared widely: in *FLES* Programs in Action* (Lipton, 1989), in many articles written by members of the National FLES* Commission of AATF, in the name of the newly formed National FLES* Committee of AATSP, in numerous articles that have been published in the *Northeast Conference Newsletter*, the *National Bulletin of AATF*, in *Hispania and Enlace*, and in the new *Administrator's Guide for FLES* Programs* (Lipton, in press).

An unusually perceptive person recently said to me, "I have no objection to your using the term FLES* as long as you have no objection to my *not* using it." Think of the countless varieties of roses: no matter what we call a rose, a rose is a rose is a rose. No matter which term we apply to the overall program, we should not press for conformity of terminology. What we need, and we currently are well on our way to having, *is unity on the commitment to foreign languages for children. That commitment represents our unifying force!*

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Lipton, G. (in press). *Administrator's guide for FLES* programs.* Lincolnwood, IL: National Textbook.

Activities for Your Classroom

Teachers: *Please submit a favorite classroom activity for publication in* FLES NEWS *by sending a description in the following format: title, objective, materials, and procedure. You may include any pictures or drawings as illustrations. Send with your name, address, and telephone number to Sheri Houpt, Classroom Activities Editor, Box 330, Little Deer Isle, ME 04650.*

Title: **From Football Field to Dinner at Aunt Clara's in 45 Minutes**

Objective: Students demonstrate their ability to discuss daily activities related to cleanliness and preparation to go someplace.

Materials: Picture of a dirty football player or soccer player; picture of Aunt Clara and her dining room (both spotless).

Procedure: Students pretend that they have just finished playing football or soccer in the rain and mud and that they have to be at Aunt Clara's for dinner in 45 minutes. Working for 5-10 minutes in groups of five to six students, each group member takes a turn stating what needs to be done to get ready on time.

Variation: One student in each group reports the group ideas to the whole class, or, as a class, students contribute ideas to form a large chart on the steps needed to arrive—clean and on time—at Aunt Clara's.

Contributor: Carol Sparks
2775 Cedro Lane
Walnut Creek, CA 94598

Classroom Activities Editor: Sheri Houpt

Resources from page 2

Spanish

Spanish Verb Flash Cards. Available from Gessler, 55 West 13th St., New York, NY 10011.

Young students will enjoy this set of thirty humorously illustrated verb cards (8" × 11"). The cards are in black and white but could easily be colored and laminated. On the back of each card is the corresponding infinitive in Spanish.

Various Total Physical Response activities could be employed in using these flash cards. Also, they are wonderful conversation starters. For example, the card showing a young boy boarding an airplane during a snowstorm prompts such questions as: Where do you think he's going? Will he need to use his mittens? How is he going—by car or by plane? Is he traveling alone?

The appeal of these cards is in the simply drawn yet attention-getting illustrations. The verbs chosen are regular verbs commonly used in beginning Spanish.

Spanish Resources Editor: Barbara McDonald

North Carolina from page 1

The excellent work that has already been done in North Carolina in response to the elementary school foreign language program mandate serves as an important model for other states that also have some form of mandate—Louisiana, Hawaii, New York, Arizona, Arkansas, and Oklahoma—and for states that are considering a mandate—Texas and Oregon. Yet the North Carolina experience is also important to all who are committed to elementary school foreign language programs. It is important to recognize that the demise of the North Carolina programs would ultimately have a negative effect on all elementary school foreign language programs in the nation.

Your support for North Carolina's elementary school foreign language programs is critical. Please write to the legislators listed below, urging them to support full funding for the foreign language component of the Basic Education Program.

Senator Marc Basnight
Co-chairman
P.O. Box 1025
Manteo, NC 27954
(919-473-3474)

Representative Joe H. Hege, Jr.
Co-chairman
P.O. Box 833
Lexington, NC 27292
(704-249-9141)

Bob Etheridge
State Superintendent
N. C. Dept. of Public Instruction
Education Building
116 W. Edenton St.
Raleigh, NC 27603-1712
(919-733-3813)

Barbara M. Tapscott, Chair
State Board of Education
Burlington City Schools
1712 Vaughn Road
Burlington, NC 27217
(919-570-6060)

Kiyomi Matsudo, *8th Grade*
Cincinnati Public Schools

Conference Calendar

International, national, and regional conferences and workshops are previewed in this section of the newsletter. Please send information on conferences and workshops to the Conferences Editor.

1991 CONFERENCES

May 30-June 2: **The American Forum for Global Education: Working Conference**. Hartford, CT. Ria Boemi, The American Forum for Global Education, 45 John St., Suite 1200, New York, NY 10038.

July 3-6: **American Association of Teachers of French, Annual Meeting**. Minneapolis, MN. Fred Jenkins, AATF Executive Secretary, 57 E. Armory Ave., Champaign, IL 61820.

August 7-11: **American Association of Teachers of Spanish and Portuguese.** Chicago, IL. J. Chatham, Mississippi State University, Lee Hall 218, P.O. Box 6349, Mississippi State, MS 39762.

SUMMER 1991 WORKSHOPS

See additional workshops in* FLES NEWS *V4(3).

June 24-July 19: **French and Francophone Children's Literature and Culture.** Louisiana State University, Baton Rouge, LA. The institute will focus on children's literature and the integration of literature and culture in elementary and middle school French programs. Stipends are available. For further information, contact: Robert C. Lafayette, Project Director, French Education Project, 202 Peabody Hall, Louisiana State University, Baton Rouge, LA 70803 (504-388-6662).

In the following announcement, the dates have been corrected-ED. *July 8-19:* **Teaching Foreign Languages to Young Students (K-8).** Teachers College, Columbia University, New York, NY. For further information contact the coordinator: Mari Haas, Teachers College, Columbia University, Box 11, 525 W. 120 St., New York, NY 10025 (212-678-3817). Co-presenter is Helena Curtain, Coordinator of Foreign Languages, Milwaukee, WI Public Schools and co-author of *Languages and Children: Making the Match.*

Conferences Editor: Jane G. Graveen

NEH Summer Fellowships

A fellowship program funded primarily by the National Endowment for the Humanities with additional support from the Geraldine R. Dodge Foundation is offering summer fellowships to outstanding foreign language teachers in grades K-12. The program established a new generation of the successful Rockefeller Fellowship Program for High School Teachers (1986-1991), which has helped more than six hundred foreign language teachers develop their linguistic and cultural proficiency through individually designed summer study projects aboard.

The NEH foreign language fellowships carry a stipend of $3,750 for six weeks of study or research. They are intended to be used entirely outside the mainland United States in order to afford qualified K-12 teachers an authentic immersion experience and the opportunity to increase significantly their knowledge of foreign languages and cultures.

The next generation of fellows, beginning in 1992, will expand the horizons of the program by including foreign language teachers in both elementary and secondary schools. A special initiative, funded by the Dodge Foundation, will support fellowships for teachers of critical languages. The program also encourages teachers of more commonly taught languages to carry out projects involving cultures normally underrepresented in their classrooms. As the mandate for foreign language instruction extends to the earliest grades and becomes more content-based, the NEH Summer Fellowships for Foreign Language Teachers K-12 reaffirms the importance of giving all foreign language teachers the opportunity to increase their linguistic proficiency and understanding of the languages and the cultures they teach.

Basic eligibility requirements include three years experience in foreign language teaching and at least half of the full schedule spent teaching foreign languages. Rockefeller Fellows and teachers of ESL and bilingual education are not eligible.

Applications will be judged on the basis of professional qualifications, two recommendations, and a 750-word project plan designed by the applicant to meet his/her professional and institutional needs. Projects should show promise of bringing tangible benefits to the K-12 foreign language classroom. Outreach across the school curriculum or to other foreign language colleagues is also expected as part of the outcome.

For further information on eligibility requirements and applications contact: NEH Fellowship Program for Foreign Language Teachers K-12, Connecticut College, 270 Mohegan Ave., New London, CT 06320 (203-439-2282).

Position Available

Oak Ridge Schools (Tennessee) need an elementary school Spanish teacher for a partial immersion program. This full-time teaching position will begin August 19, 1991, and will involve the teaching of Spanish to first or second grade students in half-day sessions. Applicants must be able to obtain Tennessee teaching certification with an endorsement in elementary grades 1-8, and they need a high level of fluency in the Spanish language. Send resumes to: Personnel Office, Oak Ridge Schools, P.O. Box 6588, Oak Ridge, TN 37831-6588. The Oak Ridge Schools are an Equal Opportunity Employer (EOE).

Children's Classroom Creations

FLES NEWS would like to include samples of children's work in the second language. We encourage you to send works that lend themselves to copying, such as line drawings, short stories, or poems. Please include the child's name, age, school, and teacher's name, as well as written permission from the child and his or her parents or guardians. Send children's work to the editor, Marcia Rosenbusch. If you would like a work returned to you, please enclose a stamped self-addressed envelope.

Marcia H. Rosenbusch, Editor
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